













Report of The Director  
of Public Instruction  
1856-57

1857

*Sas.*  
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**REPORT**  
**OF**  
**THE DIRECTOR OF PUBLIC INSTRUCTION**  
**For the Year 1856-57.**

FROM  
THE DIRECTOR OF PUBLIC INSTRUCTION,  
To  
THE SECRETARY TO THE  
GOVERNMENT OF BENGAL.

*Dated 25th August 1857.*

SIR,

I HAVE the honor to submit herewith the usual Annual Report of Public Instruction in the Lower Provinces for the year 1856-57, *i. e.* from May 1856 to April last.

2. During the year the Scheme of the Calcutta University was matured and brought into operation. In a Notification of the 12th of December last, the Governor General in Council thanked the University Committee "for the careful and complete way in which they had discharged their trust," "adopted unreservedly the Scheme" proposed, appointed a Vice-Chancellor and Senate, and directed this Body to proceed forthwith to "promulgate the Rules proposed by the Committee, and sanctioned by the Government of India; and "to pass such other Rules, and take such further measures, as "may be necessary to give early and full effect to the Scheme."

3. Accordingly, the first public Examination of Candidates

Calcutta.	Benares,	for Entrance into the Uni-
Berhampore.	Agra,	versity was held in March
Kishnaghur.	Delhi.	last at the places noted in
Dacca.	Ajmer.	the margin, and the first
Patna.	Lahore.	Examinations for the Grant
Bhanganipore.	Chitragong.	
Cuttack.		

of Degrees will probably be held about the same time next year.

4. The number of successful Candidates at the Entrance Examination and the Institutions from which they came up, were as follows

#### GOVERNMENT INSTITUTIONS.

Presidency College	...	...	23
Civil Engineering College	...	...	2
Calcutta Madrasah	...	...	8
Sanskrit College	...	...	3
Dacca College	...	...	16
Berhampore College	...	...	1
Delhi College	...	...	4
Hindu College	...	...	19
Colootollah Branch School	...	...	20
Ooterpara School	...	...	1
Baraset School	...	...	8
Bancoorah School	...	...	1
Jessore School	...	...	1
Chittagong School	...	...	3
Patna High School	...	...	2
Bauleah School	...	...	1

#### PRIVATE INSTITUTIONS.

Bishop's College	...	...	3
Doveton College	...	...	13
Serampore College	...	...	1

St. Paul's School.	...	...	...	2
La Martiniere	...	...	...	2
Free Church Institution	...	...	...	9
General Assembly's Institution	...	...	...	3
Oriental Seminary	...	...	...	1
London Missionary Society's Institution, Bowanipore				1
Bally Aided School	...	...	...	1
Jonye Training School	...	...	...	2
Cossipore Aided School	...	...	...	1
Burdwan Maharajah's School	...	...	...	2
Privately Educated	...	...	...	4

5. The following Government and Private "Colleges" have been "affiliated" to the Calcutta University, and are entitled in consequence to send up Candidates to the Examinations for Degrees in Arts, Law, Medicine, and Civil Engineering :—

#### GOVERNMENT COLLEGES.

Presidency College { General Department.  
                                  { Law Department.

Calcutta Medical College.

Calcutta Civil Engineering College.

Hooghly College.

Dacca College.

Kishnaghur College.

Berhampore College.

#### PRIVATE COLLEGES.

Doveton College.

St. Paul's School.

Free Church Institution.

La Martiniere.

London Missionary Institution.

Serampore College.

6. The Committee appointed to draw up a revised design for the proposed Presidency College Building has sent in its first or preliminary Report, and part of the land forming the site selected by the Governor General in Council has been purchased on behalf of Government. A difficulty has recently arisen in consequence of a portion of this site having been valued at so high a sum as eight lakhs of Rupees, and a new site was in consequence about to be chosen, when the affair was placed in abeyance, in pursuance of the orders of the Supreme Government putting a stop for the present "to all public works, with the exception of Military works and such others as are indispensably necessary."

7. I am myself not desirous of seeing the project revived. The permanent maintenance of an Institution on the footing of the present Presidency College (which is implied by the erection of such a building as has been contemplated) appears to me not altogether consistent with the fundamental idea of the University, or with the principles laid down in the Education Despatch regarding Public Professorships, the Grant-in-Aid system, the gradual abolition of Government Educational Institutions in places where private ones are ready to take their place, and so forth. Nor is it by any means clear to me in what way all these can be considered parts of the one consistent whole, or be made to work successfully and harmoniously together.

8. My views on this subject are well known to the Lieutenant-Governor, and I am happy to think that they meet generally with his approval. Briefly they are, that the Government Schools and Colleges, whether high or low, should be regarded not as permanent Institutions, but only as means for generating a desire and demand for Education and as models meanwhile for imitation by private Institutions. In proportion as the demand for Education in any given locality is generated,

and as private Institutions spring up and flourish, all possible aid and encouragement should be afforded to them, and the Government, in place of using its power and resources to compete with private parties, should rather contract and circumscribe its own measures of direct Education, and so shape its measures as to pave the way for the ultimate abolition of its own Schools.

9. If these were known to be the views approved by the Supreme Government, the course to be taken by the Department would, in most cases, be comparatively clear; but I feel bound to state, that at present there is a degree of uncertainty as to the principles to be had in view in regard to the promotion of the higher grade of Education, which is embarrassing to the Department and leads to much that is unsatisfactory and unthrifty; and this is peculiarly the case in regard to Education in and about Calcutta: Here, where a good English Education has become an absolute necessity with a large class, and where private Schools and Colleges of various kinds, and intended for all classes, abound, the state of things is most favorable for the introduction, by degrees, of the measures enjoined by the Hon'ble Court. Yet I fear that, so long as it is known or believed that the Supreme Government refuse to regard as desirable or possible the abolition or curtailment of their own richly endowed rival Institutions, the system of Grants-in-Aid, University Professorships, &c., from which, in such a place as Calcutta so much might otherwise be hoped, must remain, as at present, almost in abeyance.

10. The case of the Colleges maintained for purposes of special and professional Education, viz. the Colleges of Medicine, Civil Engineering, and Law, is of course very different. Here there is no present hope of deriving much assistance from the efforts of private Educationists, and the



Government must obviously make up its mind to bear the entire expense of maintaining these Colleges for an indefinite time to come; and it is consequently to be regretted when proposals for increasing the efficiency of these Institutions are unable to be carried into effect for want of those funds which are so lavishly bestowed upon such Institutions as the Presidency College.

#### 11. The Scholarship Examination of the Government

Mr. H. Woodrow M. A. English Colleges was conducted this  
 Revd. J. M. M. M. A. year by the gentlemen named in the  
 Mr. R. Hand. margin. Their Report, and an  
 Revd. K. M. Banerjee.

analysis of the numerical results of the Examination, will be found in Appendix C., and some remarks on the same subject are also contained in Mr. Woodrow's Report for the year.\* In comparing the several Colleges with one another, their relative efficiency appears to vary according to the test employed. Thus we find that the greatest per-centage of Students who obtained more than *half* the maximum number of marks for Scholarships was from the Presidency College, while Kishnaghur shows the highest per-centage of lads who got more than *one-third* marks. Again, we find that the highest *general average* of marks was gained by the Students from Kishnaghur and the lowest by those from Dacca.

12. The result of the above Examination appears to be on the whole very satisfactory, and I think that great credit is due to the Mofussil Colleges for sending up lads year after year to compete, and compete creditably, on terms of perfect equality, with those coming from the more favored Institution in Calcutta. Not only are the Instructive Establishments in the Mofussil Colleges very inferior in numbers and pay to those at the Presidency, but their efficiency is injured by the operation of the Rule for "Mofussil Bursaries" devised by the

Council of Education in 1854, and which will be found at page 47 of the (printed) Scheme for the Presidency College. It was intended as a means for "connecting the Presidency College with all the Mofussil Colleges and Schools," but it might have been more correctly described as a Rule for supplying the Presidency College with clever Scholars at the expense of the Mofussil Colleges. It may I think be questioned, whether there is not already a sufficient tendency to flock to the Metropolis, and whether, if the Mofussil Colleges are to be any thing better than "High Schools," to which condition it is the opinion of Mr. Lodge and some others of authority they are rapidly approaching, it would not be wise to rescind a Rule which every year deprives those Colleges, as well as the Schools which are their feeders, of their most promising pupils, and transfer them with stipends of Rupees 10 a month to the Metropolitan Institution.

13. No Students came up this year for Examination for "Honors." In other words, no Students remained long enough at any of the General Colleges to complete their four years' course and qualify for the College Diploma. This difficulty, in inducing lads to remain more than a year or two at College, has been much felt within the last few years. It arises chiefly from the fact, that the demand for educated labor exceeds the supply, a state of things which leads to tempting offers of salary and independence being placed at the disposal of lads still at School, or in the first year or two of a College career. It is to be hoped, that the prospect of obtaining a University Degree will tend in future to counteract this disposition to leave College before the conclusion of the course.

14. Of Institutions for imparting a special or professional Education, the Medical College stands first. Of this it may perhaps be sufficient to say, that it maintains its high reputation,

and to refer in proof to the Reports of the Principals and the Government Examiner, which will be found in Appendices A and C.

15. After the death of Mr. James McKae, the late Principal, much difficulty was again experienced in filling up that appointment, owing, it is believed, to a general feeling, that its emoluments were not in proportion to its responsibilities and requirements; and the College was consequently, for the greater part of the year, without a Principal. The appointment, it appears, was offered to seven Medical Officers in succession, and would have been offered to others, had not their unwillingness to accept it been known. The College is fortunate in the gentleman who at last, on his return from England, has consented to take charge of it as Principal, but the appointment is not on a satisfactory footing, and the Hon'ble Court of Directors have recently desired that one of the most important considerations with which it is coupled shall be "re-considered."

16. The Law Department of the Presidency College, or, as it might almost be designated the Law College, has advanced in efficiency and popularity during the year, and, of the six Students who completed their course this year and came up to the final Examination, every one was found qualified for the usual Diploma.

17. This Department is in charge of but two Professors,\* whose salaries taken together only equal the allowances of a single Professor of the General Department. It has consequently never been in as efficient a state as might have been expected, and has been, so to speak, *kept going* only by means of various make-shifts and unsatisfactory temporary arrangements. As

\* Professor of Jurisprudence .. Rs. 400

"     "     Municipal Law     ..     "     300

Total per Month .. Rs. 700

fessors,\* whose salaries taken together only equal the allowances of a single Professor of the General Department.

however, in spite of all difficulties, the Institution promises to be a popular and successful one, and as the number of pupils has increased beyond the power of the two Professors to do justice to, I lately proposed to put it upon a permanent basis, by raising the salaries of the Professors to an aggregate of Rupees 1,500 a month. The Lieutenant-Governor recommended the proposal to the favorable consideration of the Supreme Government, but the latter authority thought that an increase of Rupees 300 a month would be sufficient, and at the same time directed that the Professors should not be allowed to hold any other Office conjointly with their Professorships. These orders necessitated the removal of both the present Professors, and the appointment of two other gentlemen in their place. The effect of the change will be matter for a future Report.

18 The new College of Civil Engineering was opened in November last, and its Registers show an average of attendance of thirty-one Students. Its Second Examination for the admission of new Students was held in May last, but on this occasion, I regret to say, only two Candidates presented themselves, neither of whom came up to the prescribed standard. For this apparent failure to secure popularity among the rising generation, many causes have been assigned, such as the formidable competition of the other and older professional Colleges, (viz. those of Medicine and Law), the comparative uncertainty of securing a livelihood on completion of a course of Education in Engineering, the novelty and in some respects unpleasing and uncongenial nature of that course, and so forth. It is perhaps too soon to pronounce upon the share which each of these or other causes may have had in producing the result referred to. The subject is however, engaging the anxious attention of Lieutenant Williams and myself. The Instructional Establishment of this

College is as yet on a very small scale, and proper means have not yet been provided for imparting instruction in Geology and other branches of Physical Science essential to the Education of a Civil Engineer.

19. Babu Joykissen Mookerjee's very liberal offer to share with Government the expense of maintaining an Institution of a Collegiate character at Ooterparah is mentioned in paras. 9 to 11 of my Report for the 2nd Quarter of the year. I am inclined to think that the acceptance by Government of such offers as this would be a great step towards carrying out more than one important principle laid down in the Education Despatch, and I trust that the proposal may some day be re-submitted in a form which may ensure its acceptance accordingly.

20. Of the Government "Zillah Schools," it may be safely said that they are at least as successful as any part of the system at work. They are generally speaking well attended, efficient, and popular. Their administration is based upon fixed and intelligible principles, and the regulation of all matters of internal economy, even to the adjustment of salaries, within certain restrictions, rests with the Local Government. With very few exceptions, the Local Committees take considerable interest in the welfare of these Schools, and much good is done by the frequent visits paid to them by the Members of those bodies and the Inspectors of Schools.

21. The leading principles kept in view in regard to these Schools are those indicated in para. 8, and where, in consequence of the increasing demand for English Education, we find, as we sometimes do, a difficulty in preventing the Government School from being over-crowded, the fee levied is gradually raised, and inducement and opportunity are thus afforded for the establishment in the neighborhood of one or more private Schools under the Grant-in-Aid system,

which Schools may in time be enabled to supplant the Government School. A very general desire is felt, especially in the Districts round about Calcutta, for the establishment of more Government English Schools, and, where this is not possible,\* the people endeavour to get up Grant-in-Aid Schools upon the model of our Zillah Schools. We do not, however, except in cases where a very liberal Subscription or Endowment can be got up, encourage the establishment of purely *English* Schools, preferring, under ordinary circumstances, to see Schools of the class called Anglo-Vernacular or "Intermediate" called into existence. These will be hereafter described.

22. One important and obvious measure of improvement in regard to the Zillah Schools was in contemplation, when, in April 1856, I applied to Government for three trained School-masters to be sent out from England for service in the Department. The suggestion was approved both by the Lieutenant Governor and the Supreme Government, but, in April last, I received a copy of the Hon'ble Court's reply, to the effect, that they will "not send out any persons to act "as Zillah School-masters, till we shall be satisfied that there "is no prospect of filling the situations in an efficient manner "by the appointment of individuals already in the country "who may be desirous of employment in the Department of "Education."

23. It has not been found practicable to supply the want in question in this country, and I was about to repeat the application, when I received intimation that certain School-masters who had been engaged by the Hon'ble Court for the Education Department of the North-Western Provinces

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\* On the principle that the Government Schools are kept up only as models and means of creating a desire for Education, their number is limited, wisely as I think, to about one for every Zillah or District. Hence their name.

were likely to be attached for a time to this Department. Some of these gentlemen have already arrived, and have been placed temporarily at my disposal, in consequence of the disturbed state of affairs in the North-Western Provinces; but I need hardly point out that, unless the services of such persons are made permanently available for our Schools, we shall derive little or no benefit from them. Indeed, it is not until such persons have been in this country for at least a year or two, that the real value of their services is felt.

24. The necessity for having a certain number of trained Teachers from England permanently supplied to the Department is every day becoming more obvious, and I would refer to Mr. Woodrow's Report for the 3rd Quarter of the year, paras. 9 and 10, for some very sensible remarks on the subject.

25. The system of managing the Zillah Schools was somewhat altered during the year. Heretofore, they had been under the sole control of my Office, to which all references, even to the most minute matters connected with their internal arrangements and economy, had to be made. As the Inspectors of Schools had gained considerable experience of the working and the requirements of the Zillah Schools, it appeared to me that the time had come when such matters might well be left to them and the Local Committees to deal with, subject only to the general control of my Office; and I accordingly submitted for the approval of Government a set of Rules,\* under which matters of minor importance and proposals, not at variance with any established rule or practice, might be disposed of by the Local Committees and the Inspectors, whenever both were agreed as to the course to be pursued. These Rules have been in operation since October

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\* They will be found at page 18 of Appendix B.

last, and have, I think, been attended with the good results anticipated.

26. The Report of the Committee referred to in para. 18 of my last yearly Report has been recently laid before Government, and several of the reforms therein recommended, and which will be more fully described in future Reports, are in course of being introduced into the Zillah Schools. Changes which involve an increase of expense to Government, cannot be proposed at the present time.

27. This Committee directed much attention to the class of Aided Schools above referred to, which endeavour to shape themselves on the model of the Government Zillah Schools, and they recommend that such Schools should not be encouraged, except on the understanding that English should be taught *as a language only* (as French, &c., are taught in Schools in England); instruction in all the other and ordinary subjects of School-teaching being conveyed in the Vernacular.

28. The Committee's remarks on the subject are as follows:—

"They (i. e. petty English Schools) are the result of the increasing desire which manifests itself among the middle classes to obtain an English Education for their children, and are set on foot by persons who, living at a distance from the Sudder Station, and who, being of comparatively humble means, are unwilling to send their children to a distance from home for their Education, and unable to pay the high rate of Schooling Fees levied in Zillah Schools. The persons whose children resort to these Intermediate Schools are mainly Trademen, petty Talookdars, Omlah, &c., who are able to pay a Schooling Fee of about 8 annas a month. They have generally one of the two following objects in view, either to enable their children to prepare themselves for entering the higher English Schools, after obtaining a knowledge of the elements of the subjects there taught, and so to avoid the necessity of sending them to the Sudder Station or to another District during their earlier years; or, in the second place, to enable them to obtain as much knowledge of English, and no more, as is



sufficient for becoming inferior Clerks, Copyists, Salesmen, Hawkers, &c. without resorting to the Zillah Schools at all.

"At present, the instruction conveyed at these Schools professes to reach the standard of the fifth or sixth-year Class of a Zillah School, and the establishment generally costs about Rupees 80 a month, consisting of a Head-Master, on a salary of Rupees 40 or 50 a month, and an Assistant on about Rupees 20 or 25.

"The Committee are unanimously of opinion, that the tendency of such Schools is to aggravate a very serious evil, which has more than once been brought to your notice in the Reports of the Inspectors of Schools, *viz* the substitution of a very imperfect and inaccurate knowledge of English, with a still smaller knowledge of other things, for that higher Education which, while giving full and accurate information of a practical kind, would, at the same time, strengthen the faculties of the mind. Under the present system, the Schools in question merely serve to create a class of persons who, while too ignorant of English to be able to rise to a higher position in life, and possessing no knowledge or mental training which would enable them to exercise a healthy or enlightening influence on those around them, are, in consequence of the superiority which their English School Education gives them in their own eyes, unwilling to follow the calling of their fathers, and are consequently discontented with their position in life. The number of this class of Schools, it may be observed, is increasing rapidly under the Grant-in-Aid Rules.

"The Committee are sensibly alive to the importance of making the Education at these Schools, acting, as they do, upon that very important section of the community, known as "the middle classes," a means of diffusing, throughout the country, knowledge of a practical kind, bearing on the daily wants and occupations of life, and of enlightening the masses generally. And they firmly believe that, to do this, such knowledge should be imparted through the medium of the Vernacular. It can hardly be necessary to prove by detailed arguments, that the medium of instruction for any people should be their own, and not a foreign language. The Committee would advert merely to two facts.—*first*, that knowledge must obviously be more accurate and real, when imparted in a language already familiar, than when the medium used is a foreign tongue; the acquisition of which is in itself difficult; and, *secondly*, that a far greater amount of knowledge can be imparted through the Vernacular in a given time, and for a given expen-

diture, than through English; and time and expenditure are important considerations to the classes who frequent these Schools.

"The only question upon which any difference of opinion exists among the members of the Committee is, how far the present class of Teachers and the present Text-books are sufficient for the communication of full and accurate knowledge in Mathematics, History, Geography, and Natural Philosophy. They are, however, quite agreed, that all the requisite means may be provided in a very short time, and that steps should be taken at once to provide such means.

"They recommend the adoption of two principal measures. The first has reference to the course of instruction to be adopted in these Intermediate or Anglo-Vernacular Schools. It is quite clear that, unless the main object with which these Schools are established and supported by their projectors, *viz. instruction in the English language*, is properly provided for, they will be abandoned, or will not be established at all; and a most important means of educating the middle classes of the country will thus be lost. Sufficient provision for this end must therefore be made, whatever may be the relative importance of the other subjects of instruction.

"The Committee do not think that this object will be attained, unless an hour and a half daily is devoted to instruction in the English Language, during the three first years of the School Course, and two hours daily during the three last years; and for the same reason they are of opinion, that a salary of not less than Rupees 40 per mensem must be given to the Teacher of English. Where the income raised is not more than Rupees 80 a month, there remains but Rupees 40 for the rest of the Establishment. Of this, Rupees 30 should be allowed to the Vernacular Teacher of Mathematics and Geography, &c., and the balance of Rupees 10 devoted to the entertainment of a Pundit for the instruction of beginners, if the School is a large one, or to the entertainment of a servant and contingent expense, if the School is a small one. When, however, the income of such a School, as is frequently the case, rises above the amount here assumed as the average, the surplus should be devoted to the increase of the Vernacular Teacher's salary, so as to secure the result of having the most important and valuable part of the School Course taught with the utmost possible effectiveness.

"The Committee would here take the opportunity of recommending, that Grants should not be sanctioned for Schools of this class, unless the

income, inclusive of the Grant, amount to Rupees 80 a month. With a less income than this, no useful or efficient Anglo-Vernacular School can possibly be carried on.

"It may seem objectionable to give the English Teacher a higher salary than the other; but no one who has not reached the standard fixed for admission to the University is, in the opinion of the Committee, competent to teach English with real efficiency, under our present system of tuition; and no person, who has reached that standard, would be found willing to go into the Mofassil as a Teacher in a private School for less than Rupees 40 a month. Moreover, it must be remembered that, in the Schools now under consideration, the English Teacher will also be Head-Master of the School, and will be specially selected on account of his fitness to exercise the duties of general superintendence and control.

"The Committee are so convinced of the soundness of the conclusion at which they have arrived that they recommend that, in future, no Grant be sanctioned for Schools of this class, unless the Managers agree to have the School conducted on the system now recommended, viz. that under which all subjects, except the English language itself, shall be taught through the medium of the Vernacular."

29. Four Normal Schools, for the training of Vernacular Teachers, are now in operation at Hooghly, Dacca, Gowhattee, and Calcutta, and they promise to do much towards supplying the most urgent want connected with Vernacular Education, the want, namely, of qualified Teachers. When we have gained more experience in this branch of our labors, and the times are more favorable for suggesting measures involving increase of expense, we shall probably be in a position to propose the establishment of one or two more such Schools.

30. In Appendix A. (page 158) will be found a Report by the Reverend Mr. Long, of a visit paid by him in March last to the Vernacular Normal School at Hooghly. As expressing the opinions of a practical and experienced Educationist unconnected with the Department or with Government, it will be read with interest.

31. The measures in operation generally for the promotion of Vernacular Education do not materially differ in kind from those mentioned in last year's Report, but their sphere of operation is of course becoming gradually more extended, and their efficiency increased. The leading principles kept in view in this, as it should be in every Department of our operations, are that the people are to be induced and encouraged to take a part in the work, and bear a share of the expense, of their own improvement, and that they are not to look to Government to do everything for them; that the Institutions now kept up for directly educating the people at the cost of the State must not be regarded as permanent, but, as the taste and desire for Education spread, their place must be supplied by Schools supported and managed more or less by the people themselves. In a word, we do not attempt single-handed to supply the means of Education for thirty millions of people, but rather to create an efficient demand for Education, and to assist, as far as our means will allow, in supplying that demand.

32. Viewed as a means to this end, the Grant-in-Aid system must be regarded, not only as the most important feature of the system of Public Instruction enunciated in the great Despatch of July 1854, but as the pivot upon which all our other measures, if they are to be permanently successful, must depend. That system has not been in a very satisfactory state during the past year. For although the people have in many places shown a degree of readiness to avail themselves of its advantages, and with this view have subscribed and combined to an extent which was hardly expected, uncertainty and embarrassment have arisen from causes which will be best understood by a perusal of the following correspondence. The subject being the fundamental rules and principles on which the Grant-in-Aid system should

be administered, is perhaps of sufficient importance to justify my inserting part of the correspondence at length.

33. The first letter was addressed by me to Government on the 25th September 1856, and after stating that some doubt had arisen as to whether the Supreme Government approved of the fees levied in Grant-in-Aid Schools being reckoned as part of their income "from private sources," it went on thus:—

"In making my recommendations for the bestowal of Grants-in-Aid, I have not been in the habit of constraining these Rules as making it imperative on me, when considering what amount of aid shall be given to a School, to exclude all consideration of the support which it derives from fees. The Fee Fund cannot, as it has appeared to me, be held to be public money, and, if it be not public money, then it is surely private, and, as I have viewed it, a 'private source' of income within the meaning of the Rules.

"Upon the general principle involved in the construction of the Rules, I have found that, in dealing with the lowest class of Schools now in question, it is not easy, and in some cases not practicable, to draw a distinction between the income from fees and from subscriptions. Wealthy and benevolent persons often give their quota of aid to a Village School by paying the fees of a certain number of poor boys. Others again assist the School partly by fees paid for children, and partly by a monthly donation, or by sharing in a guarantee to make up a certain amount of monthly income. In some Schools, again, the parent of every pupil is compelled to pay, besides the usual fee, something in the way of 'subscription.'

"As a matter of principle, all that has appeared to me to concern the Government to see to, has been that every Aided School draws support from 'local resources' in a certain specified proportion, in addition to contributions from the State.\* A person may have half-a-dozen children and dependants at the Village School, and may pay in consequence a Rupee a month towards its support, but whether, of that Rupee, three annas are called 'fees' and thirteen annas 'subscription,' or whether the whole sum is called one, or the other, I have viewed as a matter of little moment. That which I have considered of chief importance to the cause

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\* Education Despatch, para. 22.

has been that, by a liberal and popular administration of the Rules, Education may be increased and improved, the people themselves induced to pay a fair proportion of its cost, and 'a spirit of reliance upon local exertions and combination for local purposes fostered, which is of itself of no mean importance to the well-being of a nation' \*.

"In these views I have had the support of Government, and I trust still to be favored with that support†. Were there any doubt of this, which I do not anticipate, I would submit for further consideration, whether that may not be even a sounder and more promising system of Vernacular Education, which rests upon payments collected from the persons chiefly benefitted, and paid willingly as a *quid pro quo*, than that which depends upon chance and precarious charity. Of two Village Schools, one supported by fees, the other by charitable subscriptions, the former would claim to me (if any distinction be made) to have a stronger claim to aid from Government than the latter.

"The efforts of Native in the cause of public charity, or the national good, are, I fear it must be acknowledged, often transient and little to be relied on. And therefore a system resting upon School Fees, or other form of local and equitable taxation, may probably be one of more hope and promise than one depending on private charity. I may, perhaps, be permitted to quote the words of Sir James Kay Shuttleworth on this point:— 'A weekly payment from the parents of Scholars is that *form of taxation*, the justice of which is most apparent to the humble classes.† It appears to me that this should especially be borne in mind in the case of a country, where neither the efforts of public charity, nor the spirit of religious and sectarian zeal, are to be depended on, as the mainstay of popular Education, as they are in England.

"I would desire to add, as a point which seems to me to deserve some consideration, that it may perhaps be looked upon as doubtful, whether

\* Education Report para 52

† I have not more wished to reckon upon this support from the fact that although the system in question has been more than once noticed and described in my published Quarterly Reports it has never been disapproved or discommended by Government. I would refer more particularly to pp 4 and 15 of my Report for August to October 1866, and to pp 8 and 18 of that for November to January last, as showing that, of the systematic measures we have been putting in force for promoting popular Education, an essential feature has been the promise of Government aid to Vernacular Schools, on a calculation of fees equally with 'charitable donations.'

‡ Public Education, Chap 6

the Grant-in-Aid system, however it may be worked, will for many years to come suffice for the attainment of the end in view. Should this doubt become realized, it will perhaps be necessary, in order to carry out the instructions contained in the Education Despatch,\* to set up, in every District, Schools for the lower orders of the people, supported entirely at the cost of the State. If, therefore, by any Rules, or construction of Rules, we discourage private effort and contributions of any kind, we in effect say this to the people — "If you give any thing at all for Education, we insist upon your giving it in one particular shape, and we will then give as much more, but if you can't or won't contribute in this particular shape, we will consider that you have given nothing, and we will then set up a Government School at no cost whatever to you."

"I know not whether any might object to these views, that for the Government to give money aid to a School, whose only other source of income consists in fees, comes to nearly the same thing, as if the Government were to set up a School of its own, and levy fees from those who come to it. Should this be urged against me, I should wish to reply that, in almost all cases of Aided Village Schools, *some* private subscriptions, strictly so called, are given; and that, in every case, a certain amount of income, not less than Rupees 10, is guaranteed by the inhabitants; and to whatever extent this is not supplied by fees, it must be made up by private donation. Moreover, good Schools are in this way organized and managed, at a charge to the State far below what Schools of its own would cost: and, lastly, encouragement is thus given to the great principle of local effort and combination for Educational purposes. There are other and minor advantages also, which it would be tedious here to set forth."

"The Lieutenant-Governor is aware of the great difficulties we experience in inducing the people to assist us at all in providing proper Schools, for the Education of the lowest classes. Should the plan upon which I have hitherto acted be altered, and it be determined in future not to allow School Fees to be in any case accounted private sources of income, I should be greatly apprehensive, that it would occasion much discouragement, and that in the end a very serious blow may be found to have been given to the system of Grants-in-Aid as applicable to the Education of the mass of the people."

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\* See paras. 41, 42, 61, &c.

21. Closely connected with the same subject are the Reports received from the Inspectors in reply to a call\* made upon them about the beginning of the year to report on the sufficiency or otherwise of the measures in operation for promoting popular Education. These Reports were forwarded to Government in December last, with the following letter from myself :--

"I have the honor to forward in original, for the Lieutenant-Governor's perusal, the Reports from the Inspectors of South, East, and North-East-Bengal, which have been received in reply to the Circular referred to in my letter No. 1138, dated the 26th of May last. As at that time Mr. Harrison had but lately taken charge of his new duties, that Circular was not forwarded to him until a few months later. His reply has in consequence not yet been received. I think, however, that the Reports on the Districts of Lower Bengal may be very properly consi-

\* The Circular addressed to the Inspectors was as follows :--

As more than a year has now elapsed, since active measures were commenced for the spread of Education among the mass of the people, the Government is desirous of receiving from the Department a Special Report, setting forth what has been done in this respect in each District of the Lower Provinces, and what further measures are necessary for the effectual attainment of the object in view. I have, therefore, the honor to request, that you will furnish me with such a Report as is above indicated, in respect of the Districts in your Division; that you will, in the case of each District in succession, describe the measures for the diffusion of Vernacular Education, which are now in operation, or which, having been sanctioned, are about to be put in operation, and that you will note the success or otherwise with which those measures have been attended, the degree to which they seem to be suitable\* to the condition and requirements of the District, and the further measures which, in your opinion, are necessary to ensure the diffusion of useful and practical knowledge among the lower orders of the people through the medium of their Vernacular.

2. In Districts where the system of local management under Government inspection, and assisted by Grants-in-Aid, as now in partial operation, is likely to succeed, our efforts should of course be principally, if not entirely, directed at developing that system, but for parts of the country where this is not likely to be the case, it will probably be necessary to propose a relaxation of some of the rules and conditions under which Grants have hitherto been given, so as to adapt them to local circumstances and prejudices; or it may even be necessary in some places to set on foot a more or less extensive system of purely Government Vernacular Schools. It will be obvious to you, however, that any system that has been specially recommended by the Hon'ble Court of Directors for trial in this country, or that is found to work well elsewhere, should not be introduced hastily, or upon insufficient grounds.



dered by themselves. and at once; Mr. Harrison's reply being submitted hereafter as soon as received.

"The principal measures in operation, in these Districts, for the promotion of popular Education, have been briefly described in my (printed) Annual Report for 1856, paras. 24 to 31, and they will be found set forth at greater length in the Reports now forwarded. They are, with one exception, generally considered by the Inspectors to have been attended with a fair measure of success, and, although susceptible of improvement and extension in various ways, to be not unfruitful of hope for the future. The exception to which I refer, is the system of Grants-in-Aid. That this system, viewed as a means of disseminating Education among the masses of the people of Bengal, has failed, and that, unless the present Rules be modified, and the conditions on which Grants are given be relaxed, it must continue to fail, is I believe the unanimous opinion, not only of the Inspectors and myself, but of every one practically engaged or interested in the work of popular Education; and I may perhaps venture to add that this is also I believe the opinion of His Honor the Lieutenant-Governor.

"On this point my views were briefly stated in para. 31 of the Annual Report above referred to.

"Of many passages in his Report, the following may be taken as showing Mr. Pratt's opinion:—

"I do not see how it is possible for Government with this fact before them to come to any other conclusion than that their measures have failed, and that the education and elevation of the mass of the population cannot possibly be effected so long as Government limits its assistance by the terms and conditions laid down in the Grant-in-Aid Rules. It appears to me that such Rules are out of place in a country where the value of Education is utterly unfelt by the mass of the people, for the Rules presume

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3. In the case, therefore, of Districts in which sufficient time has not yet elapsed, or sufficient enquiry and experiment has not yet been made, to justify us in forming any decided opinion as to the system of popular Education to be ultimately adopted, it will be proper for you to mention this fact; and to postpone for a while the expression of any decided opinion on the subject. On one point, however, I would have you clearly understand the wish of the Government, whatever the cost of any measure may be, or however it may differ from the measures now in operation or prescribed for our guidance, if you are of opinion, after full and sufficient enquiry, that it is the only measure likely to attain the object in view, you are not to hesitate to propose it. It will be for the Government to decide whether or not it ought to be postponed or rejected on financial or other grounds.

the highest appreciation of the value of Education, based as they are on the supposition that the people of this country are so desirous of an improved description of instruction, that they will actually pay not only Schooling Fees, but contribution from their private resources: why, this would be too much to expect in scores of places in England, with a civilization which has been ever steadily growing for centuries, and where the people are blessed with all the advantages that Race and Religion can confer.

" Mr. Woodrow says emphatically of all his Districts save the 24-Pergunnahs (including Baraset).—In these Districts Grants-in-Aid for Anglo-Vernacular Schools will probably succeed, but they have failed, and will utterly fail for purely Vernacular Schools.

" Mr. Robinson says:—' Grants-in-Aid, I regret to have to observe, have not been so generally applied for as perhaps it might have been expected they would. One reason is, that in most parts of the Division, the Schools themselves are a novelty, and with all our efforts we have succeeded in procuring the establishment of only a few in each District. The guarantee required before a Grant-in-Aid can be bestowed is another impediment in our way. \* \* \* \* \*

It becomes a matter of great difficulty, therefore, under the circumstances, to know what plans it would be feasible to adopt, or what modifications in the Rules proposed by Government for the bestowal of Grants-in-Aid ought to be suggested likely to carry out the great object the Government has in view.

" As to Mr. Harrison's Division, I would only mention that not a single Vernacular School has obtained a Grant-in-Aid, and I think there is no one so sanguine as to believe for a moment that the present Grant-in-Aid Rules will, within any definite time, be found applicable to the Behar Districts.

" Annexed is a Table\* showing the number of Vernacular Schools

\* Hooghly  
Nuddea  
Burdwan  
24-Pa  
Howra  
Baraset  
Jessore  
Patna  
Furrusedpore  
Dacca  
Backergunge  
Middnapore

Patna -  
Syhet -  
Bainsore -  
Behar -  
Bhugulpore  
Chittagong  
Cuttack -  
Maldah  
Mymensing  
Furneah  
Shahabad  
Tipperah.

in each District of Bengal that have obtained Grants under the Rules. From this it will be seen that, putting aside four Districts† in the neighbourhood of Calcutta, in which elementary Education is beginning to be somewhat appre-

† Hooghly, Nuddea, Burdwan, and 24-Pergunnahs.

Ranacora	7	Tirhoot	0
Rajshye	1	Poorce	0
Roorthoom	1	Manghyr	0
Roorthodabad	2	Saren	0
Rangpore	4	Chunparum	0
Lingspore	1	Bograh	0

clated, the average number of Aided Schools in each District is only 1½, and that in eighteen Districts not a single Vernacular

School has been brought under the operation of the Rules.

"It appears to me, then, that the question simply is, whether the Grant-in-Aid system shall be abolished, and some other method of carrying out the orders of the Hon'ble Court in regard to the Education of the masses substituted for it, or whether the Rules under which that system is at present administered shall be somewhat modified, in accordance with the experience we have gained since their promulgation a year and a half ago? My own opinion is strongly in favor of the latter course. The principle on which the Rules are based seems sound, the Rules themselves were doubtless adapted to the commencement of an experiment, and they may still probably be found applicable to the neighborhood of Calcutta and to English Schools.

"What I would recommend, then, is that, as regards all Schools in the Districts of Hooghly, Burdwan, Nudda, and the 24-Pergunnahs, and Schools elsewhere in which the English language is the medium of instruction, the present Rules remain in force, on the understanding, however, that no distinction be made between School Fees and other local and private sources of income;\* but that in regard to Vernacular Schools elsewhere than in the above four Districts, Section VI. be so far modified as to vest in the Government a discretionary power to adapt the amount of the Grant to the peculiar wants and circumstances of the School, provided, however, that that amount shall in no case exceed three-fourths of the entire cost of the School.

"Should some such alteration as this be sanctioned and promulgated at an early date, I am not without hope that the Grant-in-Aid system may be found applicable to many parts of the country where it is now a mere name."

35. The above two letters, with their enclosures, were, I understand, forwarded by the Lieutenant-Governor to the Government of India in April last, with an opinion on the

\* See my letter No. 2453, dated 25th September. In which this important part of the question is discussed at length.

part of His Honourable to the views therein set forth. At the same time a further assignment of money for Grants-in-Aid was asked for. The reply of the Supreme Government is contained in the following letter, addressed by Mr. Secretary Beadon to the Government of Bengal, under date the 31st ultimo :—

" I am directed to acknowledge your letter No. 631, dated the 30th March last, reporting that the Bengal Government have assigned among the whole of the funds allotted to them for the purpose of Grants-in-Aid, amounting† to Rupees 5,780-12-3, or 25 per cent. upon the whole Educational expenditure of the Province.

" The Hon'ble the Lieutenant-Governor now asks for a third allotment of 5 per cent. upon the same amount, to meet further applications for aid.

" In compliance with this request, the Right Hon'ble the Governor General in Council is pleased to sanction such an increase to the sum allotted for Grants-in-Aid of Education in the Lower Provinces, as will make up the whole sum so available to ten thousand Rupees a month. It will no longer be necessary to maintain any proportionate connection between the expenditure on this account and that for general Educational purposes.

" In making the above application, the Lieutenant-Governor submits at the same time a proposition for a very important modification of the Grant-in-Aid Rules, which, as a means of advancing the Education of the masses, seem hitherto to have entirely failed. Schools for the middle classes have sprung up under it in not inconsiderable numbers, but practically it appears, that there has been no advance in the Education of the *lower classes*, for whose eventual elevation the whole scheme of Government Education is mainly intended. The Lieutenant-Governor believes that the reason of this is, that the present Rules require too much from the people,

\* The Lieutenant-Governor's Despatch on the subject is not in my Office.

† To English Schools	200 0 0
.. Anglo-Vernacular ditto	3,000 12 3
.. Vernacular ditto	1,000 10 3

4,200 12 3

and His Honor therefore asks for authority to grant up to three-fourths of the whole expenditure of any School.

"The Governor General in Council does not consider that any sufficient reason is shown for modifying, in favour of Vernacular Schools in Bengal in general, the strict rule which limits Grants-in-Aid to cases in which one-half of the expenses (at least) of a School are contributed from local sources, and in which fees are paid by the Scholars.

"The Director of Public Instruction assumes that it is the *amount* required to be made good from local sources which prevents the people from taking greater advantage of the Grants-in-Aid for Vernacular Schools. If so, the remedy consists, not in increasing the proportion contributed by the Government, but in diminishing the total cost of the School. At present it appears that no School is aided, unless the local contributions, including fees, amount to Rupees 10 a month, so that it is seriously contemplated to found a system of Village Schools costing at least Company's Rupees 40 a month each. It seems superfluous to point out the utter impracticability of such a scheme. In the North-West Provinces, the whole cost of a Hulkabundee School is only Rupees 4 or 5 a month.

"Again, Mr. Young singularly misapprehending the views of the Hon'ble Court, assumes that, if the people will not contribute to the support of Vernacular Schools, the Government *must* establish them and maintain them entirely at the expense of the State. This, which is simply impossible, Mr. Young regards only as a very inexpedient necessity to which the Government will be driven, if it asks the people to contribute more than they are willing to give, or indeed to contribute any thing beyond the Schooling Fee paid by each pupil.

"The plain fact appears to be that, in the Lower Provinces, the lower classes have not yet learned to appreciate or desire Education, and that the higher classes generally are not actually desirous that their inferiors should be educated. All that the Government can do in such circumstances is to set before the people, in every way, the advantage of teaching their children to read and write, to exhort and persuade them to do so, to point the way by opening Normal and Model Schools, and to aid in establishing Village Schools by a liberal grant of public money, the amount of which has been wisely limited as a general rule to a sum equal to that contributed from local sources over and above the very small fees paid by the pupils. To go beyond this limit would, in the opinion

of the Governor General in Council, be consistent, neither with the principle of encouraging private effort and combination, nor with a due regard to the public finances.

"It seems, indeed, from the papers now submitted, that, in its mode of applying the Grant-in-Aid Rules to the Education of the Lower Classes, the Government of Bengal has been pursuing an erroneous course, whilst the Governor General in Council refrains from arresting at once, only with the view of obtaining the Lieutenant-Governor's full opinion upon the subject before coming to a decision. It would seem that the efforts of the Educational Officers in Bengal have been directed much more to the establishment of new and expensive Schools, than to the improvement of indigenous and cheap ones. A different system, however, prevails under each Inspector, and neither the Director nor the Government appears to have arrived at any definite conclusion as to the plan which, with modifications to suit special localities, is best adapted for the promotion of popular Education.

"I am directed, therefore, to request that the Government of India may be favored, at as early a date as possible, with a comprehensive expression of the Lieutenant-Governor's views on this subject, and a clear outline of the plan recommended by His Honor for carrying out, in the Lower Provinces, the intentions of the Hon'ble Court, in respect to the general Education of the people as expressed in their Despatch of the 1<sup>st</sup> July 1854.

"With reference to your further letter No. 2075, dated the 8<sup>th</sup> May last, I am directed to observe, that the delay complained of by the Director seems to have been caused by the inconvenient practice of treating a general question in a correspondence, of which the first object is to obtain orders on a particular application. Your first letter was not received in this Department until the 30<sup>th</sup> March last."

36. This letter was lately forwarded to me for report, and was replied to in the following letter addressed by me to the Secretary to the Bengal Government:—

"I have the honor to acknowledge the receipt of your letter No. 329, dated 11<sup>th</sup> instant, (with enclosure), calling on me for a report on certain points connected with the administration of the Grant-in-Aid Rules, with reference to a communication from the Government of India, under date 31<sup>st</sup> ultimo.

"In replying to this requisition, it will perhaps be convenient, that I should refer to the paras. of Mr. Secretary Beadon's letter *seriatim*.

"Para. 6 of that letter supposes that it is 'seriously contemplated to found a system of Village Schools costing at least Rupees 40 a month each,' and this is spoken of as 'utterly impracticable;' but I would beg to disavow ever having contemplated such a scheme, seriously or otherwise. Rupees 20, not 40, is the sum that experience has shown to be the least for which a Vernacular Model School, under the Grant-in-Aid system, can be efficiently maintained. A system of such Schools, at intervals of not less than ten miles from each other\* (as our Rule is), and serving as models for other and inferior Schools, will, I trust, appear to present nothing utterly impracticable.

"In time we may come to operate upon a much lower class of Schools than this, and may possibly succeed in bringing Schools of as low a grade as the North-Western Provinces 'Hulkhabundee Schools,†' under the Grant-in-Aid system. But seeing that previously to the introduction of the system now in question, the Government had, for all practical purposes, confined its operations to Colleges and to English Schools, costing several hundreds of Rupees monthly, it is something to have come down to a grade of efficient Schools costing the Government only Rupees 10 per month, and to have begun to touch the masses, and to operate upon a class of society much below any previously affected by Government Educational measures. It would hardly be desirable to abandon all thoughts of Schools of this kind, and to deal only with grand English Schools and Colleges at one end of the scale, and Village Gooroo on Rupees 4 or 5, unacquainted with the use of books, and knowing hardly more than their infant pupils, at the other end. A gradual leavening of the mass from above downwards has seemed to us the most sound and promising plan.

"In the 1st Clause of para. 6, Mr Beadon refers to the opinion entertained generally in the Department, that the amount of contribution asked of the people is too great, but in the 2nd Clause it is supposed that I contemplate no reduction in this amount, but only the increase of the Government contribution to three times what it was before. I must doubtless

\* Mr. Woodrow has shown that the utmost number of Schools that it would be physically possible to set up in each of his Districts under this Rule, would be on an average 32, and practically, of course, the number would be much below this.

† The cost of these appears from Mr. Bead's communication to me, to be about Rupees 6 a month.

have expressed myself obscurely, but what I meant was, that, assuming Rupees 20 to be, as it is at present, the amount necessary to be made up, instead of the people being required to give Rupees 10, and the Government Rupees 10, the people might, (in certain cases, at the discretion of the Lieutenant-Governor,) be asked for only Rupees 5, and the Government might give Rupees 15.

" In para. 7, it is said to be 'simply impossible' for Government to maintain a system of Vernacular Schools of their own. It appears to me to be impossible, or not, according to the number of Schools proposed to be set up. The maintenance of six Model (Vernacular) Schools in each District has not only been already sanctioned by the Supreme Government, but is mentioned with approval in para. 8 of Mr. Beadon's letter, while to maintain 600 would obviously be impossible. To establish some purely Government Schools, however, in parts of the country, where the Grant-in-Aid system will not work; is enjoined in para. 61 of the Hon'ble Court's Education Despatch, while, if that system be made workable, by extending the discretionary power of the Local Government to adapt it within certain limits to different localities, it is my belief that none at all need be maintained at the sole charge of Government. This is all that I meant to urge.

" Of the perfect truth of what is said at the commencement of Mr. Beadon's 24th para., no one, with any experience in this Department, can entertain a doubt. But what is complained of is, that the present Grant-in-Aid Rules are based upon a contrary assumption, viz. (to use Mr. Pratt's words) the 'supposition that the people of this country are so desirous of an improved description of Education, that they will actually pay not only Schooling Fees, but contributions from their private resources.'

" All that is mentioned in this 24th para., as what the Government *should do*, we have done, and a great deal more besides, but I do not understand from the expression 'all that Government can do,' that it is desired that we should put a stop to all measures in excess of what is here referred to, such as the system of Vernacular Scholarships, 'Circle (Indigenes) Schools,' Rewards to Village 'Teachers,' Book Agencies, &c. &c.

" From the cursory and incidental way in which receipts from fees are alluded to in para. 8 of Mr. Beadon's letter, it would almost appear that my letter of the 25th September last, No. 2452, could not have been at the time before the Governor-General in Council. In that letter the relation between School Fees and other sources of income was carefully and



elaborately discussed. It was therein shown, I trust, beyond doubt or question, that the distinction between fees and other sources of income is fictitious, mischievous, and practically impossible to carry out. I would respectfully entreat the adoption of Government to what is there advanced as the views, not only of myself, but I believe of all persons in and out of this Department, practically engaged in the work of Education. If it were resolved on to insist upon such a distinction, the Rule would be generally evaded, as it is now occasionally evaded, with perfect ease; thus, instead of a fee representing the fair value of the Education given being fairly levied, and accounted for, the smallest conceivable coin, a pice or a quarter pice, would be ostensibly levied as the 'Fee,' and the parent of every boy would be compelled to pay a 'Subscription' to the School Funds, amounting to the difference between the small coin and the market value of the Education his boy was getting. In this way, as Mr. Woodrow expressively remarks, the Accounts may be easily 'cooked,' and any necessary part of the parent's contribution served up as Fee, and the rest as Subscription.' I beg to forward herewith a Memorandum by Mr. Woodrow, in which this view of the case is, in my judgment, conclusively established.

"If it be thought that a Rule so easily evaded can at least do no harm, I would submit that a Rule, which, by the very supposition, can do no good, may, by encouraging or necessitating fraud and false returns, incidentally do much harm, and deter from co-operating with us those whose co-operation is most valuable. To adept in fraud and fiction, the Rule would be no hindrance, but to the upright and conscientious, it would be a serious obstacle.

"It appears from para. 8 to be the impression of the Supreme Government, that the Vernacular Schools at Rupees 20 a month, which it is wished to establish as *grant* Model Schools under the Grant-in-Aid system, are in all cases new Schools, and that nothing is being done for the improvement of indigenous and cheaper Schools. But in fact, those Schools are, in very many cases, Indigenous Schools, selected for improvement as being the most promising, while the inferior ones, so far from being neglected, are improved, though by a different means—means, in fact, independent of the Grant-in-Aid system. If I were not afraid of occupying too much valuable time, I think I could satisfy His Lordship in Council that we by no means neglect Indigenous Schools even of the lowest grades; but I fear to trespass on the time of the Government by entering into questions which, however important in themselves, are not necessarily involved in the present correspondence.

" So also, as to the supposition, that a different system prevails under each Inspector, it would not, I trust, be difficult to show that (putting aside Behar, which will I fear have little concern with any Grant-in-Aid system for some time yet, and in which the system in operation more nearly resembles that of the North-Western Provinces) there is no material difference between the measures for promoting popular Education carried on by the different Inspectors—certainly none that is not necessarily involved in the extent and variety of country concerned. \* And as to no definite conclusion having been arrived at by myself, I fear I must have expressed myself very imperfectly if I failed to convey to the Government, that I have a very decided and definite conviction as to the modifications that it is expedient to introduce into the present Grant-in-Aid Rules, in order to make them of benefit and practical effect in the Education of the people. This is, that Rupees 10,000 a month having been fixed upon as the maximum amount to be spent upon Grants-in-Aid, the discretionary power of the Lieutenant-Governor may be enlarged to the extent of granting in each case such sum (and no more) as may be proved to be really necessary† in aid of the Funds of the School, provided that in no case shall the Government contribute more than three-fourths of the cost of any School, and that, as a general rule, no Grant-in-Aid School shall be set up within ten miles of another School of the same class.

" I do not understand that the Government desire at the present time to enter into the question of the sufficiency or otherwise of the other measures, auxiliary and supplementary to the Grant-in-Aid system, now being pursued. This system is, indeed, not only the principal measure prescribed in the Hon'ble Court's Despatch; but it is, as I have more than once said, 'the pivot upon which all our other measures depend;' and, even if it were desired to fix definitely, and once for all, what the auxiliary measures above referred to should be, it would not be possible to do so, until it is first definitely settled what are to be the leading rules and principles on which Grants are to be given. When this is once known, the rest will be comparatively easy to settle and to foresee.

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\* A Circle of the same extent as my jurisdiction would, as remarked on a recent occasion by Mr. Woodrow, comprise, having Paris as its centre, the whole of France, England, Belgium, Holland, and Switzerland, and parts of Ireland, Denmark, Austria, Italy, and Spain.

† I would deprecate the idea being entertained, that it is intended to accord to all applicants the utmost indulgence allowed by Rule. It is our practice to proportion the Aid to the necessities of each case, and invariably to exact larger private contributions in proportion as the applicants are of the better classes, and wish to set up a higher class of Schools.

He would in conclusion respectfully beg that the questions now pending should be submitted for the orders of the Lieutenant-Governor and the Government of India, at as early a date as may be feasible. Although now in the third year of our operations, the fundamental rules as to the principal feature of those operations is still a matter of uncertainty, and the settling of our present course of operations has even been spoken of.

"I feel very thankful, for the sake of the great end in view, that this last step has not been taken, and that an opportunity of farther and fuller explanation has been accorded to me by the Government; and I beg to express my regret that the information previously submitted by me was so imperfect as to require this to be done."

37. The uncertainty that thus overhangs the Grant-in-Aid system, causes some degree of uncertainty also in those measures for promoting popular Education, which are auxiliary to it and dependent upon it. Nevertheless, those measures have been prosecuted during the year with a very fair measure of success.

They are very briefly as follows:—

Model Vernacular Schools, or Schools the object of which is, in the more backward Districts, to accustom people to the idea, and awaken them to the advantages, of a certain degree of mental enlightenment, (to give them, in fact, an idea of what Education means,) and in the more advanced Districts, to show the people how their own Schools may be improved, and their children taught what will be of real use to them in after-life, have been established, at Government expense, in the following Districts, the number of Schools varying from five to twelve in each District:—

Dinagepore.

Bogra.

Rungpore.

Nuddea.

Burdwan.

Hooghly.

Midnapore.

Chuprah.

Shahabad.

Patna.

Behar.

Monghyr.

Bhaugulpore.

38. The efficiency and success of the Model Schools in Behar varies much in the different Districts, but those established in other parts of Bengal, are generally very flourishing and they promise to do much good.

39. The system of "Circle Schools," as it is technically called, under which sets or circles of Indigenous Schools are placed each under a qualified Teacher, who goes about from one to the other, instructing the "Gooroomohashoys" in their duties, and the more advanced boys of the Schools in the higher subjects of instruction (and which was described in para. 27 of last year's Report), has proved very successful under the able supervision of Mr. Webster, by whom it was first proposed.

40. In April last, I proposed its extension to the Districts of Moorshedabad, Malda, Rajshya, and Midnapore; under the inspection of Mr. Lodge, I have not as yet received a reply to my letter on the subject; but there can be little doubt that the proposal will be approved.

41. A system closely resembling the above, but on a less expensive scale, is that under which, in each of the Behar Districts named in the margin,\* two Teachers are entertained for the purpose of moving about among the Indigenous Schools and instructing the Teachers in their duties.

42. The system of Vernacular Scholarships described in para. 28 of my Report for the last year has been extended to the fifteen Districts named in the margin,† and there are

now therefore but a few Districts in which this means of encouraging the pupils of Vernacular Schools is not held out. Ten such Scholarships are awarded annually in each District,

\* Sarun.  
Shahabad.  
Patna.

Behar.  
Monghyr.  
Bhagdispoor.

† Banarash.  
Moorshedabad.  
Beerbhoom.  
Rajshya.  
Bhagalpoore.  
Monghyr.  
Behar.  
Shahabad.

Sarun.  
Patna.  
Mymensing.  
Sylhet.  
Furzedpoor.  
Patna.  
Burrighaul.

of which five are tenable for one year in a Normal School and five for four years in a Zillah (English) School.

43. Quite recently, an equal number of "Free Scholarships," or Scholarships carrying with them no stipend, but only the privilege of free tuition for two years in a superior School, have been sanctioned by the Lieutenant-Governor for the encouragement of pupils coming from the 'Anglo-Vernacular Schools' referred to in para. 27 of this Report. Had the times been more favorable, I should have proposed that to these Scholarships also a small stipend should be attached. This may perhaps be done hereafter.

44. In Behar, and also in those other Districts in which either Model or "Circle" Schools have been organized, Village Teachers are examined, and, if found deserving, rewarded, according to the system prevailing in the North-Western Provinces, and books are, when necessary, lent, or in some cases given to them.

45. In the Districts of Assam, a system is under trial, under which, to every Village Teacher who keeps up a tolerably efficient School, under the general control and influence of the Inspector, a subsidy or grant is given at the rate of one Rupee a month for every ten boys under instruction. Sufficient time has not yet been allowed for judging of the effect of this measure.

46. About the end of the year, the Inspector of Schools in Assam submitted a proposal for increasing the efficiency of the Government Vernacular Schools in that Province, by arranging the salaries of the Head-Masters in a graduated scale, from Rupees 15 a month to Rupees 6, in place of keeping them all, as at present, on Rupees 7 a month, and consequently without hope of promotion, or fear of punishment. A Table was submitted showing how the change might be commenced in the District of Kamroop, without expense to Government,

by abolishing seven of the Schools not required. The Lieutenant-Governor of Bengal sanctioned the proposal in anticipation of the approval of the Supreme Government, but the latter high authority has recently declined to confirm the arrangement, on the ground that "the former scale of salary seems much the most consistent with what ought to be the scale of Village School-master's pay."

47. For the purpose of aiding and stimulating the sale of cheap books in the interior of Districts, most of the District Deputy Inspectors of Schools have been made *ex-officio* Agents to the School Book Society; and to assist them in this Department of their labours, and help them to keep accounts with, and supply stock to the various Sub-Agencies in the interior, each Inspector is allowed to keep a Mohurrir on Rupees 7 a month. This also is a measure that has been too short a time in operation to pronounce decidedly upon.

48. About the beginning of the year under report, a Newspaper in Bengali, called the *Educational Gazette*, was established, under the Editorial charge of the Reverend O'Brien Smith, under the auspices and patronage of this Department, assisted by a Government Grant of Rupees 200 a month. The object is to supply the people in the interior of the country with a Newspaper cheap in price and healthy in tone. The plan has been very successful. The Paper is very well conducted and popular, and its circulation, before it had been in existence a year, far exceeded that of any other Vernacular Paper.

49. The number of Schools in each District that have received Grants-in-Aid up to the end of the year is set forth in the following Table. A very large number of applications for Grants are still pending, owing to the want of definite orders from Government on the questions referred to above in paras. 32 to 36.

**RETURN<sup>\*</sup> of Schools that have received Grants-in-Aid up to the  
30th April 1857.**

Names of Districts.	ENGLISH AID-ED SCHOOLS.		* ANGLO-VER- NACULAR AID-ED SCHOOLS.		VERNACULAR AID-ED SCHOOLS.		REMARKS.
	Number.	Monthly Amount of Grant.	Number.	Monthly Amount of Grant.	Number.	Monthly Amount of Grant.	
Calcutta ..	1	800 0 0	.....	.....	2	37 0 0	†Including the Calcutta Industrial School.
24 Pargunnahs ..	12	089 0 0	.....	.....	17	264 0 0	
Swrajunge ..	1	60 0 0	.....	.....	.....	.....	
Kamroop (Assam) ..	.....	.....	.....	.....	14	41 10 8	
Howrah ..	.....	.....	2	137 0 0	2	50 0 0	
Baraset ..	.....	88 0 0	2	74 0 0	2	25 8 0	
Hooghly ..	9	450 0 0	11	594 4 0	35	465 0 0	†Including the Jonye Training School.
Burdwan ..	1	50 0 0	1	65 0 0	19	239 0 0	
Nuddeah ..	0	.....	7	270 0 0	19	269 0 0	
Dacca ..	5	165 0 0	3	68 0 0	3	122 8 0	
Patna ..	1	200 0 0	.....	.....	.....	.....	
Midnapore ..	1	82 0 0	.....	73 0 0	9	90 0 0	
Bancoorah ..	.....	.....	5	225 0 0	7	69 0 0	
Sibsagar (Assam) ..	.....	.....	.....	.....	4	24 8 0	
Sylhet ..	.....	.....	2	31 0 0	.....	.....	
Bungpore ..	.....	.....	2	69 0 0	4	50 0 0	
Chittagong ..	1	40 0 0	.....	.....	.....	.....	
Dinagpore ..	.....	.....	.....	.....	1	10 0 0	
Jessore ..	3	192 0 0	.....	.....	2	43 0 0	
Pubna ..	2	105 0 0	.....	.....	1	11 0 0	
Furzedpore ..	.....	.....	2	37 0 0	5	73 0 0	
Backergunge ..	3	77 0 0	1	20 0 0	1	15 0 0	
Rajshye ..	.....	.....	.....	.....	2	22 0 0	
Moorsheadabad ..	.....	.....	.....	.....	2	29 0 0	
Beerbheem ..	.....	.....	.....	.....	1	19 0 0	
<b>Total ..</b>	<b>44</b>	<b>2993 0 0</b>	<b>59</b>	<b>1654 4 0</b>	<b>151</b>	<b>1968 2 8</b>	

\* An Anglo-Vernacular School is one in which English is taught as a language only, all other subjects being taught in the Vernacular.

50. I have great pleasure in again testifying to the valuable service rendered to the State during the year by the Inspectors of Schools—Messrs. Pratt, Woodrow, Harrison, and Robinson. On Mr. Pratt's retirement about the close of the year, Mr. E. Lodge, Principal of the Kishnagar College, was chosen to succeed him; and since the conclusion of the year, Dr. E. Röer has been added to the list of Inspectors, and put in charge of Midnapore and the Cuttack Districts.

51. The Lieutenant-Governor has lately expressed his wish, that persons appointed to be Inspectors of Schools should, "unless otherwise known to be proficient, be required to pass an actual examination in the Vernacular for the satisfaction of the Government and the Public as to their fitness in this very important point," and that, as a Rule, an Inspector should not be hereafter promoted "to a higher grade of salary until he shall have passed an examination in the Vernacular of the Province in which he is employed." Mr. Woodrow has lately passed a creditable examination in Bengali before the Fort William Board of Examiners, and his salary has been in consequence raised to Rupees 1,200 a month. It is expected that Messrs. Harrison and Lodge will, at no distant date, follow Mr. Woodrow's example. The intimate knowledge of the Vernaculars possessed by Mr. Robinson and Dr. Röer is too notorious to make it necessary for these gentlemen to adopt the same course.

52. The Principals and Professors of the several Colleges have all discharged their duties most satisfactorily during the year, and the thanks of the Department are also, I think, due to the Members of Local Committees, many of whom have rendered us valuable aid and taken much interest in the honorary duties which the charge of the English Schools and certain of the Colleges imposes upon them.



53. Annexed to this Report are the following Appendices, to which I would solicit the Lieutenant-Governor's attention :—

*Appendix A.*—Extracts from the periodical Reports of the Inspectors of Schools and Authorities in charge of Government Colleges and Schools.

*Appendix B.*—Selection of the more important Circulars, Notifications, &c issued during the year.

*Appendix C.*—Reports and Papers connected with the Scholarship and Honor Examinations of the year.

*Appendix D.*—Miscellaneous Statistical and Tabular Statements.

I have the honor to be,

SIR,

Your most obedient Servant,

WM. GORDON YOUNG,

*Director of Public Instruction.*

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**RETURN of Schools and Colleges visited by the Inspectors and Deputy Inspectors during the Year 1853-54.**

	COLLEGEN		SUPERIOR SCHOOLS		ELEMENTARY SCHOOLS		Total	REMARKS.
	Government.	Private.	Government.	Private.	Government.	Private.		
H. Pratt, Esquire, Inspector of Schools, South Bengal	7	0	9	8	7	14	40	From 1st May 1856 to 30th March 1857.
E. Lodge, Esquire, Officiating ditto	2	0	0	3	6	1	12	From 1st to 30th April 1857.
H. Woodrow, Esquire, Inspector of Schools, West Bengal	4	0	12	0	1	78	102	Slack leave from 3rd November 1856 to 17th December 1856.
A. E. Macleod, Esquire, ditto ditto, Bahar	0	0	22	4	44	20	50	
W. Robinson, Esquire, ditto ditto, N. E. Bengal and Assam	0	0	16	10	23	12	73	
Pendit Bahar Chunder Shurma, Special Inspector of Schools, South Bengal	0	0	0	0	0	0	0	Slack leave from 9th September 1856 to 14th October 1856.
9 Deputy Inspectors under Messrs. Pratt and Lodge	0	0	7	3	7	1,040	1,044	Average
6 ditto ditto under Mr. Woodrow	0	10	2	20	46	1,536	1,590	
25 Deputy Inspectors and visitors under Mr. Harrison	0	0	1	0	212	1,718	2,052	
9 Deputy Inspectors under Mr. Robinson	0	0	0	18	247	260	715	
2 ditto ditto under Pandit Bahar Chunder Shurma	0	0	0	0	121	12	246	



# Appendix A.

## EXTRACTS FROM REPORTS

OF THE

### INSPECTORS OF SCHOOLS, PRINCIPALS OF COLLEGES AND LOCAL COMMITTEES OF PUBLIC INSTRUCTION.

#### Inspectors' Reports.

FROM THE REPORT OF MR. PRATT, INSPECTOR OF SCHOOLS,  
SOUTH BENGAL, FOR THE QUARTER ENDING JULY 1886.

7. Some time ago, I informed you that the Principals of the Krishnaghur and Berhampore Colleges were under an impression that it was your wish to compel all third and fourth-year Students of the Mofussil Colleges to proceed to the Presidency College, an order which would have the effect of making a large number of Students terminate their studies altogether at the end of the second year. This, it appears, was a misapprehension of your orders on the subject; but Mr. Lodge now informs me that the absence of third-year Students from the College may be traced to a cause still less satisfactory. He believes that it arises from the fact that the new course of studies in the higher classes is so unpalatable to the Students, that they prefer to leave College altogether rather than enter upon it. This means, that we have so long given exclusive importance to Classics and Mathematics, that the young Baboos regard the Physical Sciences with contempt. There could not

Distaste for the Natural  
Sciences among College  
Students.

preparation of your orders on the subject; but Mr. Lodge now informs me that the absence of third-year Students from

the College may be traced to a cause still less satisfactory. He believes that it arises from the fact that the new course of studies in the higher classes is so unpalatable to the Students, that they prefer to leave College altogether rather than enter upon it. This means, that we have so long given exclusive importance to Classics and Mathematics, that the young Baboos regard the Physical Sciences with contempt. There could not

be stronger evidence of the defects of our past system. If there is one thing more than another which (religion apart) educationists ought to strive for in this country, it is to awaken these "books in chudders," as they have been wisely and wittily called, to the "pleasures and advantages of Science." To encourage them to pursue Classics and Mathematics to the exclusion of everything else, is to perpetuate the very faults which especially distinguish the mental character of the so-called educated classes.

8. I know that all suggestions of this kind are met by a cry, that we are going to substitute a smattering of everything for a knowledge of two or three things; but it is worth enquiring whether we have not been teaching many things of little or no use whatever. I would ask, why should Greeshchunder Chuckerbutty be expected to know "what circumstances enabled Shakespeare to exhibit an accurate knowledge of Greek Mythology," or "in what respect the Dramatic compositions called 'Mysteries' differ from those called 'Moralities,'"<sup>\*</sup> and other facts of a like nature? On the other hand, it is of very great importance, that he should see clearly the danger of living with an open sewer running under the lower floor of his house, or the cruelty of marrying his children at an immature age, or the impolicy of exhausting the soil of his fields by the disregard of important principles in Chemistry: and it is very important that his mind should comprehend the sublimity and beauty of the laws by which his own body and every thing around him are governed; and that his heart should, if possible, be awakened to the great facts and conclusions of Natural Theology.

9. The question of providing for popular instruction on Agricultural Chemistry is of obvious importance, and I should have addressed you before on the subject, had I seen my way clearly. Of one thing I feel quite certain, that very

Preliminary steps for the diffusion of a knowledge of Agricultural Chemistry.

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<sup>\*</sup> See Education Report for April 1855.

little good can be effected by such attempts as those made at Baraset. Full and accurate knowledge must first be imparted by men of first-rate qualifications, before the subject can properly be taken up in Schools. A course of Lectures during a portion of the year, at the several Colleges and at the Normal Schools, by such a man as Dr. Palmer, would, I think, be a good beginning—especially, if to every such Institution a small garden or farm were attached, to be worked under the Lecturer's direction. There will be no difficulty in having this latter adjunct either at the Krishnaghur College or at the Hooghly Normal School. I rejoice to say that Dr. Palmer is making great progress in his knowledge of Bengali, so that in a year or two he would probably be able to lecture in that language, which would increase the value of his services immensely.

12. Rumours have reached me, that, notwithstanding the adoption, at the close of last session, of a uniform system of Examination, by a Board of Examiners, of the Candidates for Junior Scholarships, several persons have been promoted to the Colleges, who, from their obvious deficiencies, certainly ought to have remained at School. It would indeed be a matter of serious regret, that a system so good in theory should fail in practice; and I trust that a searching enquiry may be made into the matter, with a view to prevent a repetition of the irregularities and carelessness on the part of the Local Committees, by which such a result must have been caused.

13. Before quitting the subject of these two Colleges, I would not omit to mention that the Local Committee at Krishnaghur set an example of zeal and intelligent interest in the cause of Education, which I should be glad to see followed by some other Local Committees. Mr. E. H. Lushington, C. S., Dr. Palmer, and Baboo Ramlochan Ghose (Principal Südder Ansaen,) deserve special mention. So long as the present Members form the Committee, I should very much regret to see any change which would diminish their

authority. There are many valuable schemes which are now before them, in which I trust they may have your best support. I allude more especially to the establishment of a Boarding House for Students who come from a distance, with a small Sick Ward ; a Library for the Masters and Students to be opened at night (where once a fortnight or so discussions may be held and Essays read) ; the establishment of a Gymnasium and a Botanic Garden.

14. The mention of Baboo Ramlochan Ghose's name in the preceding para. reminds me of a subject upon which he spoke to me several times. He is, as you are aware, a native of Eastern Bengal, and was instrumental in the establishment of a School which afterwards grew into the present College at Dacca. He states that he has for years tried to impress upon those at the Head of the Education Department the importance of doing something towards introducing a proper pronunciation of Bengali in the Eastern Districts, in place of the peculiar jargon which prevails as much among the Masters and pupils of the English Schools there as among the cultivators and tradesmen. The remedy he proposes is to appoint only natives of Western Bengal as Teachers in the Schools of those Districts, and to transfer such of the Teachers of the Eastern Schools as are natives of that part of the country to the Western Districts, until the latter have corrected their defects of pronunciation. It is possible, it appears to me, that this plan might have the effect of introducing those defects into Western Bengal.

15. Nor should I omit to mention in this part of my Report the earnest and faithful manner in which I believe Mr. Lodge, however unobtrusively, labors to discharge his responsible duties. His qualifications as a Professor are best known to yourself ; but I believe he does much more than merely discharge his duties as a Teacher. and that he is earnestly anxious to promote

The Principal of the  
Krishnaghur College, Mr.  
E. Lodge.

in every respect the improvement of young men under his charge ; and as an indication of this, I may mention that he has long since opened a Reading-room in the College for the Students and Masters, supplying it with newspapers and periodicals at his own expense ; and that throughout the sultry weather of June and July, he played Cricket daily with the lads, in order that, by his own presence and example, he might overcome any backwardness which the elder Students of our Colleges are so apt to exhibit in engaging in physical exertion of that kind. I have thought it right to enter into these details, because Mr. Lodge is one who takes care to say nothing about his own exertions.

16. I may also be permitted to make mention here of Mr. Graves, Junior, of the Berhampore College. From all that I saw and heard, I believe that he will be found to be a most valuable and efficient officer in the Education Department.

17. I have continued to turn my attention towards the great object of adopting in our Schools such improvements in the method of Teaching, as shall promote the exercise of other faculties besides those of memory and imitation. I have written so much on this subject in previous Reports, that I am reluctant to say more than a few words on the present occasion.

18. There are two kinds of mental exercise which have more especially occupied my attention during the Quarter, *Analysis* and *Discussion*. As Exercises in Analysis, to the first, I have before said how deficient the pupils of our Schools are in the power of seizing the leading facts and ideas of a book, and of expressing them in their own words. Yet, a man cannot, it seems to me, be deriving any ideas from what he reads, unless he is able to do this. If he cannot separate the thought from the "dress" in which he finds it clothed, it has not become *his own*, and he will never be able to make any use of it. At each of the Schools which I have visited in my Division, I gave the first Class the short Regulation on *Suttee* to read, allowing each



boy ten minutes for perusal, after which each was required to write out an analysis of it. Certainly not more than one-fourth of the Students were able to do this satisfactorily; the other three-fourths gave either the very words of the book from the first or second paragraphs, omitting the rest, or a confused and unintelligible jumble of the whole.

19. I have been taking steps to have this exercise introduced into all our Schools, and it is one which I intend to bring before the Committee for the Improvement of Schools, which has recently been formed under your instructions.

20. As regards the uses of systematic Discussion in Schools, I would make the following remarks.

Exercises in Discussion

Considering the long period occupied by our Zillah School pupils in the study of the English language, they ought to be able to converse fluently, accurately, and intelligibly on all subjects—which they certainly are quite unable to do at present; in fact they seem to me to learn English, as if it were a dead language, from *books* alone. There is no doubt that if Latin and Greek were *spoken* languages, their acquisition would occupy a much shorter time than is the case at present, for practice in speaking contributes most essentially to accurate and extensive knowledge of a language.

21. I have therefore recommended that the pupils of the first and second Classes of these Zillah Schools should be trained to discuss questions of interest in English, aided by the Head Master of the School, and occasionally by one of the Members of the Local Committee. Properly conducted, I believe that these discussions would be found very useful, in accustoming the lads not only to express themselves fluently and accurately, but to think and reason upon subjects (such as moral and ethical questions) which seldom or never come before them in their present School Course.

22. A subject of discussion should be given out every week by the Head Master, and so chosen as to lead necessarily to a

diversity of opinion; and he should endeavour to induce two of the more intelligent Students to lead off the discussion on opposite sides.

Whenever a speaker expresses himself incorrctly or inelegantly, the Teacher should require him to make another attempt, and, if necessary, show him what form of expression he should have used; and, in like manner, errors of argument should be carefully pointed out, and true principles indicated.

23. A subject referred to, in a previous Report, the improvement of the position and prospects of Head Masters of Zillah Schools, was again brought under my consideration. I am not of opinion that this object may be most effectually attained by giving a commission on all pupils in excess of a given number, because the most deserving and most experienced Masters are not, and cannot, always be placed in charge of the largest Schools. I should prefer seeing a portion of the aggregate surplus derived from Schooling Fees reserved for the creation of a fund from which a certain number of Head Masters might have their salaries raised to Rupees 200 or Rupees 250, as prizes to those whose labours are attended with marked success.

24. I have long been of opinion, as you are aware, that the Council of Education made a great mistake in abolishing the appointment of Pundit in the Zillah Schools. I have already stated, that of the numerous Candidates for the post of Head Teacher in the new Vernacular Schools who have come to me from our English Schools, hardly any possess a competent knowledge of Bengali. This is greatly to be regretted, because these persons are far better informed on all other subjects of study than men of the old Pundit class are ever likely to be, and are more trustworthy; while on the other hand, those who are Candidates for these appointments are generally persons who are too poor to remain sufficiently long at School

to qualify themselves for appointments where a really good knowledge of the *English* language is requisite.

25. The absence of sufficient provision for the instruction of the pupils of the English Schools in the Vernacular produces a still worse result. So long as they are wanting in the power of communicating the knowledge they possess, it is vain to hope that the educated classes will exert a powerful influence over the masses around them: indeed, Education will thus become rather a means of separating more widely those classes whom we wish to bring together. In addition to this argument, I have also represented, that it is almost impossible to carry out the experiment which you have lately proposed of establishing Anglo-Vernacular Schools of a high class, where instruction in Geography, Mathematics, History, Philosophy, &c., is to be communicated through the Vernacular medium, until the Teachers of those subjects possess a very accurate—I may say a *scientific*—knowledge of Bengali and its etymology. I do not believe that any man can teach the European Sciences through that medium, who is not a *first-rate* Bengali Scholar, in addition to possessing a clear and accurate knowledge of these subjects.

26. I need not multiply arguments in favor of what is so obvious. The only point which remains to be proved is, whether I am right in stating that sufficient provision is not made for instruction in the Vernacular in the Government Zillah Schools. A Report from Pundit Eshurhunder Surma on the general character of the Vernacular Exercises, sent in at the late Junior Scholarship Examination, will, I have no doubt, confirm what I have said, as far as the nature of that Examination can throw any light on the subject; but in order to have complete evidence on the point, I would recommend that a set of questions on Grammar and Etymology should be sent to the different Schools. I have myself endeavoured to obtain evidence on the point by giving a piece of English prose (the same in each case) for translation

into Bengali to the first Class of the different Zillah Schools which I have visited. You will probably agree with me, that the Hooghly Branch School and the Bancoora School are about on a par in respect to general efficiency; yet the average number of mistakes

\* In Spelling, Grammar, Style, Translation.

in the translations\* made by the boys of the first Class in the former School was 35 and in the latter 82. In the former there are two Pundits, in the latter none. I have stated some more facts of the same kind in respect to other Schools, which need not be repeated here.

27. I believe that nearly all the Zillah Schools exhibit an exchequer amply sufficient to provide for the entertainment of a Pundit at Rupees 20 a month. Less should not be given, and a higher salary should, if possible, be allowed, so as to enable you to secure the services of Sanskrit College Students, for these latter would be able to give English equivalents for Bengali words, and would altogether possess a more scientific knowledge of Grammar than any others. Probably a salary of Rupees 25 a month would be sufficient.

28. There are several other points in connection with the improvement of Schools of this class, which I should have brought before you in this Report, but for the formation of the School Committee, whose Report will ultimately furnish you with riper and more matured opinions than any one person would be likely to present.

29. During the Quarter, the management of the Howrah and Ooterparah Zillah Schools was withdrawn from the Local Committee and placed in my hands, the Members of that body being directed to continue their duties as Visitors only. Considering that the nature of my duties renders me unable to remain for any length of time in any one part of my large jurisdiction, I am not very sanguine as to the results of the experiment.

30. I now select from my monthly narratives a few facts regarding the Anglo-Vernacular Schools visited during the Quarter. enumerated in the 2nd para. of this

Report. Baboo Hurrogobind Sein, the Head Master of the Bauleah Zillah School, appears to be a conscientious and pains-taking officer; he deserves praise for endeavouring to adopt the suggestions which have been made in our Reports; and he has introduced the plan of having a discussion every Saturday afternoon among the boys of the first and second Classes, conducted under his personal supervision. The School has a good compound, but the Committee have not done much to introduce games and athletic exercises. The proximity of the river would, I think, make it easy to have a swimming-bath constructed.

31. None of the Masters are, I believe, Teachership Certificate-holders, and I therefore expected that some of them would attend the Examination at Berhampore, which was notified for the 1st June last, but none of them came. When it is clearly seen that in future there will be no promotion for non-certificate-holders, those who are really qualified for promotion will not fail to compete for these Certificates.

32. In the principal room of the Bauleah School, a large board is hung up, on which are inscribed the names of all Students of the School, who have subsequently distinguished themselves in their College career. This plan I would recommend to Local Committees for general adoption. In addition to the names, the honors obtained either at College or in their subsequent career might also be specified.

33. In addition to the Government School, there is an Lokenath Free School, Anglo-Vernacular Free School endowed by the late Lokenath Moitra; and a Sanskrit Tole supported by Cour Annundonath Raie, the Nattore Rajah.

34. Half way between Nattore and Deegaputteah, in the Northern part of the District, is a well-managed English School, maintained out of the fund allotted for this and other philanthropic purposes by Rajah Prasannanath Raie. I expected long ere this to have

received some communication from the *Prasannanath Fund Committee* on the subject of placing this School under the Education Department, a measure desired by the Rajah.

39. The Teachership Certificate Examinations will in time

The Certificates to be made available for persons taught in private Schools.

become a valuable means of testing the relative proficiency attained by Students of private and of Government Schools.

There appears at present to be an idea current, that these Examinations are only for Teachers in *Government* employ, or for the élèves of Government Institutions. I want it, therefore, to be made universally known, that this is not the case, that this Examination is open to all persons wherever educated, and that it is to be the only passport to appointments made by the Inspectors, whether in private or in Government Schools.

40. An important question has been brought under considera-

Intermediate class of Anglo-Vernacular Schools recently proposed.

tion during the Quarter, which has reference to the establishment of an intermediate class of Schools,\* where instruction shall be

given in English as a *language* only, and in all other subjects through the medium of the Vernacular.\* The proposed object of this plan appears to be the establishment of Schools having a less expensive establishment than that generally attached to English Schools. I have, however, stated it as my opinion, that if the other subjects of a School Course, such as Geography, History, Mathematics, and Natural Philosophy, are to be taught at all thoroughly, or up to any thing approaching the Junior Scholarship Standard, the plan will save nothing, as Teachers competent to convey instruction in these subjects, through the medium of the Vernacular, will require as high salaries as the present Junior Teachers of Zillah Schools; while the English language, being spoken during an hour or two only, instead of all day, the progress made in that language must be much slower.

41. There is one advantage in the plan, but it is one which does not seem to have been adverted to, *viz.*, that Geography and

Already referred to in the 25th para. of this Report.

History, &c., when taught to youths in their own language, and if really well taught, will leave a far deeper and more permanent impression, because apprehended far more clearly in the mind, than when taught through the medium of a foreign tongue. I do not say this of College Students of high standing, with whom English has become as familiar as Bengali, but of youths and those who are comparatively beginners.

42. The next question is, whether we have *at present* a sufficient number of men qualified to teach Mathematics, Historical Philosophy, Natural Philosophy, &c., through the medium of the Vernacular.

43. My choice of a Superintendent for the Normal School of this Division being, I regret to say, practically confined to persons educated in this country, I selected Bahoo Bhodeb Mookerjee, late Head Master of the Howrah School, for this important appointment.

Both in respect to the results of the special Examination for the appointment which he underwent, his deservedly high character as a Teacher, and his general attainments, I am confident that, of persons educated in this country, no fitter could be found for the trust now placed in his hands.

44. An eligible situation for the School, a fine house, and extensive compound, were engaged for one year at Dhurumpore, in the neighbourhood of Hooghly. Notices were issued throughout five Districts for the Examination of Candidates for admission to the School, to be held on the 30th ultimo. An application was made for the purchase of School furniture, educational apparatus, book allowance, &c. The results of the Examination, and the circumstances connected with the actual opening of the School, will be stated in the next Report.

45. The Government Vernacular Schools in my Division are gradually being brought into a more effective state, by placing them in the charge of competent Teachers, by the appointment of Assistants who are paid out of the Schooling Fees, by systematic

and constant inspection, and by the purchase of Maps, &c. The Schooling Fee in these Schools has hitherto been one anna, and as it was not paid in advance, there have been always great arrears, and much difficulty in collecting the money at all. The Fees are now paid in advance, and in addition to the one anna, the boy will be required to pay another anna as a deposit, which will be returned on the last of each month to those who have attended School regularly during the whole month, or otherwise be forfeited. I hope this will have a good effect in securing greater regularity of attendance, a point of no small importance.

50. I am glad to be able to report that our efforts to awaken an interest in Vernacular Schools among the people were considerably strengthened by the permission which I received to select eight stipendiary Students for the Bengali Class of the Medical College from the Aided and Government Vernacular Schools of my Division. In the Districts of Burdwan, Hooghly, Nuddea and Moorsshedabad, the Head Teachers of these Schools were directed to send to the Sudder Station such of the Students as were best qualified to pass an Examination in the Vernacular; and the two Students in each District who passed the best Examination were selected for the appointment. The Candidates were required to produce satisfactory testimonials of character from their Teacher and two respectable persons of their village. Encouragements of a tangible and direct kind, such as this, will do more to promote the success of the new Schools than years of preaching and abstract disquisitions on the advantages of Education.

51. I wish there were enough of these appointments at my disposal to enable me to offer two to each District annually. The Scholarships tenable at the Normal and Zillah Schools, which are also coming into operation, will by degrees exercise a powerful effect in making

Scholarships for Vernacular Schools tenable in the Bengali Class of the Medical College.

More Vernacular Scholarships wanted.



our Schools popular. At present, the people do not, for the most part, believe us when we tell them of these advantages, nor do they as yet believe, that the Notification of July 1855 will really be carried out. The natives of this country have a shrewd

appreciation of the difference between  
Notification of July 1855. doing and talking. I cannot refrain here

from expressing a hope that the Government will soon extend the effect of that Notification by declaring that, after a certain date, not only persons receiving salaries of more than 6 Rupees will be required to show that they can read and write, but all persons in any Government employ whatever.

During the Quarter, the Half yearly Examination prescribed in my Rules for these Schools was held by the several Sub-Inspectors, and prizes to the amount of Rupees 15 in each School are being given to the best Scholars. The Reports received up to this date of the result of the Examination are tolerably satisfactory.

53. I had great satisfaction in sending you an application  
Aided Vernacular School from the Managers of the Jonye Training  
at Jonye. School for a Grant-in-aid to enable them  
to establish a Vernacular School of a superior standard, where they will endeavour to make provision for instruction in the Natural Sciences and Agricultural Chemistry, as well as in the prescribed subjects. These public-spirited gentlemen are endeavouring, by the personal influence which they possess at Jonye, to induce those who really belong to the *peasant* class to send their children. As far as my experience goes, we cannot hardly be said to have succeeded as yet in reaching that class to any sensible extent; but as I have entered at length on this subject in the Special Report on the results of the educational measures in their relation to the wants of the lower and middle classes, it will not be necessary to say more on the subject here.

54. Another private Vernacular School worthy of special  
Nattore School. mention is that established at Nattore,  
and carried on at considerable expense.

The Nattore Rajah and the local officers\* of that place deserve special praise for the energetic and unobtrusive manner in which they have carried out this good work.

55. In addition to the Church Missionary Society's Normal School at Santipore, to which I paid another visit during this Quarter, I had much pleasure in visiting two very efficient and well-attended Schools, (one Sanskrit and the other Vernacular,) under the Revd. Mr. Hasell of that Mission, which have been established amidst the Toles of Nuddea, the "Oxford of Bengal." This attempt to teach Geography, the elements of Natural History and Philosophy, at the Head Quarters of Brahminical lore, and to the relatives of Pundits whose instruction is sought by disciples from every part of India, is full of interest and deserves success. I have had much satisfaction in sending you an application for a Grant-in-aid to these Schools.

56. I must not omit to mention here that a considerable number of intelligent native gentlemen at Rampore Banleah joined me in an attempt to establish a first-rate Vernacular School in that Town: a public Meeting was held at the Government School-house for the furtherance of the project; Mr. Lewis Jackson, C. S., presided; and with the interest which he feels in the good cause, I trust the work may prosper.

59. The next subject which I am directed to notice in my Report is the popular feeling on the subject of Education in the different Districts visited during the Quarter.

Popular feeling on the subject of Education, and the operations of the Sub-Inspectors.

60. In Nuddea, fair progress is being made in the establishment of Schools, and the people are becoming more and more alive to the

\* Baboo Gopal Lall Mitter, Deputy Magistrate, the Moonsiff, and the Sub Assistant Surgeon.

advantages of Education. I anticipate much benefit from the recent appointment of Baboo Brajunath Mookerjee, a native of the District, and a man possessing the respect of the community.

61. As to Rajshahye. I have not sufficient evidence before me yet to speak with any degree of certainty, but the names of a considerable number of places were mentioned to me as containing persons who would exert themselves in the establishment of Schools there. Baboo Ran. Lall Mitter, late Sub-Inspector of Nuddea, was appointed to his District towards the end of the Quarter; and much will depend upon the manner in which he acquits himself of his difficult and responsible duties. I regret that such delay should have taken place in appointing a Sub-Inspector to Rajshahye, but, for reasons given in a previous Report, I considered it extremely desirable to select a native of the District for the post in question. I failed in obtaining the services of any person possessing this qualification in addition to the other qualifications requisite in such officers.

62. Moorshedabad appears to be more backward in this respect than any District I have yet visited. No doubt this is in some measure owing to the absence until lately of any Government English School in the District. Wherever a District has an Institution of this kind at the Sudder Station, it produces more or less effect throughout the interior. One by one, some family sends in a promising youth. He wins honours—perhaps Government employ, and this disposes all the neighboring places to entertain a favorable opinion of the uses of “Education.” Now there has been no influence of this kind at work in Moorshedabad, and hence the difficulty which we find in inducing the people to listen to proposals for establishing improved Vernacular or even English Schools.

63. Notwithstanding the indifference of the people of Bancoorah, the able and energetic Sub-Inspector, Baboo Bromomohun Mullick,

continues to succeed in inducing the people to establish Schools, while he does not neglect his duty of careful supervision over those already established. The same remark applies to the

Hooghly. Sub-Inspector (Baboo Protap Narain Singh). I have had great pleasure in recommending the promotion of these two officers to the higher grade.

64. I am greatly disappointed at the very slow progress made in the District of Midnapore, where we certainly ought to have achieved results equal to those obtained in Bancoerah.

65. The Burdwan Sub-Inspector, Baboo Srasputty Mookerjee, has resigned his post, and returns to the Training School at Janye as Head Master. He has been successful in obtaining a large number of applications for Grants-in-aid.

67. It is obvious that, by the present rules for Grants-in-aid, *nothing* can be done in places where the people will not themselves move—especially those classes who possess influence in the country. In almost every case where Grant-in-aid Schools have been established in this Division, it has been through the influence of one or two particular individuals only, and by no means in consequence of the general desire of the people for improved Education. Of course we come to many places where there are no persons who are in advance of the mass in point of intelligence and liberality, and there our efforts generally fail entirely. This is especially the case in Districts like those of Bancoerah, Midnapore and Moorshedabad.

68. I have therefore called your attention to the fact, that there are many persons in these Districts who possess ample wealth and influence which we want them to use in promoting the good cause; but so far from aiding our Educational efforts—

so far from joining in any attempt to aid in the establishment of Schools in their zemindaries, they are often more backward than their own ryots, certainly more so than the shop-keepers and petty traders. Very often all that is wanting to set a School on foot is a monthly income of one or two Rupees more, the requisite amount being almost raised by the villagers; yet the zemindar will not make up this small amount, and the School cannot accordingly be established.

69. It appears to me very desirable, that the principal officers of Government at the Sudder Station should take every opportunity of impressing upon the minds of these people, that the Government considers it the bounden duty of zemindars and men of influence to do everything in their power to promote Education and the establishment of Schools. They should at all interviews ask them whether any new School has of late been established in their zemindaries, and, if not, what circumstances have prevented it, &c. &c. I think they should be moreover distinctly told that the Government will not look with favor on persons who disregard these representations, and who are reported to withhold aid where they are asked for it. I would even go further and ask permission to report either to you, or to the Local Authorities direct, the names of persons of more than ordinary wealth and influence, who neglect their duty in this respect.

70. An anecdote will show the sort of ignorance we have to cope with. In one of the Midnapore towns the other day, the wealthiest man there, and the person whose aid was absolutely necessary for the establishment of a School, was the only person opposed to the measure, saying that he never would forget the wise advice he had received from a Calcutta Baboo, which was "never to let a goose-quill enter his house."

71. The general principle that all the officers of Government are bound to promote the cause of Education, is clearly stated in the letter from the Government of Bengal to the Commissioners of Revenue, dated the 27th March last, but it will add to the impression intended to be produced by those instructions,

if a definite date is fixed, then out to law and then indicated; and I earnestly request the attention of all Judges, Magistrates and Commissioners to call to the particular duty I have indicated.

74. A good School-book on Morals for Bengali Schools is much wanted. The Finck's Catechism which you sent me is in several respects more clear and satisfactory than the *Little Manual* prepared for American Schools, which I forwarded for your inspection; but it is never safe to trust inferior Teachers with Catechisms. I have recommended that, if no better work can be found, an effort should be made to have a series of short stories written (expressly for the purpose or adopted from the English) to illustrate each of the chapters, and be prefixed to them. Then the questions and answers would have reference to the story and thence derive a significance and interest for the child, which would otherwise be impossible.

75. The issue of the first number of the *Education Gazette* was delayed by the serious indisposition of the Editor until the 4th July. On the 31st of that month, subscriptions had been received in advance from 206 persons, and the circulation is increasing every week. I am sorry to say, that but few literary contributions have been received as yet. Persons interested in our cause should not neglect this excellent opportunity of promoting the diffusion of knowledge, of healthy thought, and a taste for literature. Suggestions for the improvement of the Paper will be received most gratefully, either by the Editor\* or myself.

76. Finding that my previous attempts to establish Book-shops and Book Agencies in the towns and villages of the interior had not succeeded, in consequence of the Agents of the School Book Society not being permitted to let the subordinate Agents selected by

my Sub-Inspectors have books on credit, other measures have been adopted, which consist in appointing the Sub-Inspectors to be Agents of the Society, with power to supply books on credit to the subordinate Agents in the interior; these latter consisting of persons of good character, who have shops in some conspicuous place. They receive 10 per cent., and send their Indents through the Sub-Inspector to me, on condition of not charging more to their customers than the retail price fixed by the School Book Society, and of not selling any books which have not been previously approved. The object of these Mofussil Agencies is two-fold, viz., to place within reach of the native public good and useful books at low prices, and to enable our new Schools to obtain Class-books easily and cheaply. In furtherance of this object, I have had lists of books obtainable through the School Book Society's agency printed in large Bengali type, and circulated throughout the Mofussil, and the Secretary to the School Book Society will, from time to time, be requested to make arrangements with the publishers of various useful books for their supply through that Agency at low prices. Several such books not published by the Society (such as the Vernacular Literature Committee's Books, Fundit Eshurchunder Sarma's publications, and others) have already been included in the printed lists.

77. I have suggested to Mr. Long, that a Vernacular translation of his catalogue,—with some slight change, so as to make it rather descriptive than historical or statistical,—would be a valuable means of promoting the success of our Book-shops, and he has kindly undertaken to do this, the translation being brought out at the expense of Government.

79. Certain suggestions have been laid before you on the subject of recording the progress made by the Vernacular Literature of the country.

Statistics of Vernacular Literature.

80. The Government and the Legislature ought to be kept informed of the number of works published in this country—

their circulation, subject-matter, tendency, and the language in which they are written—because such information is of obvious importance towards the formation of a correct opinion of the mental and moral condition of the country, its wants, its dangers, and the effect of the educational measures adopted. On the other hand, it is very necessary that Educationists and the Officers of this Department should be kept informed of the progress made in the literature of the country, and of the character of the several works which, from time to time, come from the press, in order that useful publications may be encouraged and introduced into Schools, or their circulation promoted among the people generally; in order that they may know what particular departments of literature have received sufficient or insufficient attention; and that the circulation of publications of an erroneous or mischievous character may be discouraged.

I am frequently embarrassed for want of information of this kind. On particular subjects, numerous works are frequently being published; some of these I receive, some I do not; but to come to a decision as to which of these books best illustrates the subject, or is most fitted for School use, or for general circulation, I ought at least to be made acquainted more or less with *all*. Again, on the other hand, I sometimes wish to recommend that measures be taken for the preparation of a work on some particular subject; but just as I have collected my facts and got ready my report, I probably hear that such a work has already been published—though where to procure it I know not; for one of the peculiarities of Vernacular Literature is that one press or publisher knows nothing of what the other is doing. An impression of a few hundred copies of a work are struck off, are sold at the press where they happen to be printed, or are hawked about, but the fact of its publication never becomes known to the public generally through the medium of advertisements, or by being supplied to the principal Book-shops.

81. I have therefore suggested that a representation be made to the Legislative Council on the subject, with a view to a short



Act being passed (similar to that in force in England), whereby every publisher or author shall be required under penalty to send two copies of every new work to the Public Library, or to a "Government Library of all Indian Works," which might be established at each Presidency, and two copies to each of the Directors of Public Instruction.

82. A Register should also be kept up in your Office, or elsewhere, of all new publications, a list of the same being published in the *Gazette* every six months. Mr. Long's catalogue would make a good foundation, an interleaved copy of the work being at once prepared, and the names of all new books as they appear being entered therein under the proper headings.

83. The establishment and improvement of Public Libraries and Reading-rooms has not been overlooked. With the managers of those already established, I have been in correspondence with the view of recommending such measures as appeared likely to increase their efficiency. I recommended that they should be opened in the evenings; that an attempt be made to promote periodical meetings for discussion, lectures, &c., and that a portion of the Government School Library should be transferred to the Public Library. A list of Vernacular works suitable for such Libraries has been fixed upon, from which it was recommended that the Managers should be allowed to select to the extent of 40 Rupees' worth, the cost being paid by Government. Donations of books to this extent have been obtained for the Nattore and Berhampore Libraries, and one recommended to the recently established Library at Bancoorah. At Berhampore, measures have been taken to open a Branch Vernacular Library in the native quarter of the Town. At Krishnaghur, I invited the Local Committee to join me in an attempt to establish a Library, which was attended with the greatest success. The native community have exhibited most creditable liberality and energy in the undertaking, and funds were raised in a few weeks sufficient for the erection of the building and for the current expenses. Until a building is erected, a

room in the College will be placed at the disposal of the Members. The plan which I have recommended on other occasions, of having a *native* Committee with a single European as President, was adopted in this instance, and will I hope be found to answer. Mr. Lushington's influence and popularity pointed him out as the fittest person for the office of President.

FROM THE REPORT OF MR. WOODROW, INSPECTOR OF SCHOOLS, EAST BENGAL, FOR THE QUARTER ENDING JULY 1876.

12. The system of Grants-in-aid succeeds for Anglo-Vernacular Schools, and draws forth in the cause of Education much activity, which would otherwise be lost.

13. In order to secure the proper supervision over the expenditure of the Grants, the following Returns are sent monthly from each School:—

A. The Abstract of the Daily Attendance Register, in nearly the same form as that given by Government Schools.

B. The Receipts of the Masters for the actual payment of their Salaries for the previous month.

C. The Account Current of the School, with the items of the Contingent Bill annexed.

D. The Grant-in-aid Bill.

14. The Grant-in-aid Bill is not passed, unless every Master has received his pay for the previous month. Regularity of payment is one great means of securing efficient service, and is one reason why Government Schools are preferred to private Institutions. I hear from the Masters, that in these Schools they receive their pay regularly. Should the Managers fail in subscribing their proper quota, the Bill is not passed.

15. A most laborious system of Examinations was carried on daily, from the middle of May to the middle of June, for the purpose of selecting the best Candidates for the Bengali Class of the Medical College, for the appointment of Stipend-holders in the Calcutta Normal School, for Scholarships in the English Schools as prizes to boys of Vernacular Schools, and for the selection of Teachers for circles of Indigenous Schools.

16. For the Bengali Class of the Medical College, I selected seven Candidates (the number allowed to my District), as Stipend-holders and twenty-six Candidates, as free Students, and plucked a vast number. The result of these Examinations was to prove more fully than I had felt before the difficulty of finding persons who possessed a good knowledge of the Vernacular.

17. The progress of the measures for the improvement of Indigenous Schools has been watched by me with great interest. These measures have been attended with success, and a steady improvement may be traced. That the Schools are still in a low state, no one is more ready to admit than myself, yet progress, and indeed a very encouraging amount of progress, may be seen by those who know what these Schools were six months ago. The Gurumohashoys are willing to improve their Schools, and in this fact is found a hopeful sign for the times. But even Indigenous Schools, low and degraded as they are, do not descend to the masses, they are Schools for the upper classes: not one-tenth of the population ever aspires to the dignity of learning to write, much less the higher standard of learning to read.

The names on the Rolls of the Indigenous Schools with which I am acquainted show that more than one-half the boys are Brahmins or Kayasts;—when we remember that these are the highly respectable castes, the upper ten thousand as they would say in America, though here in Bengal the limit of ten thousand is too small, we begin to feel how little has been done and how vast a work is still unattempted.

18. In order to secure improvement in the Teachers of these Measures for improving circles, they are required every month to the Pundits. prepare a portion of some twenty pages of a book which will be used in the Course and to answer questions on it. The book now being read is Pundit Ishwun Chunder Bidyasagar's History of Bengal. On the completion of this book, we shall take up Baboo Rajendralal Mitter's Physical Geography. A synopsis of a chapter is sometimes substituted for questions on the chapter. As the Pundits come to Calcutta for their salaries, the Examination does not interfere with their duties, and secures a certain amount of self-improvement.

19. The Sub-Inspector of the 24-Pergunnahs, a trained Teacher in the system of Scotch Schools, gives them practical instruction in the art of teaching. A class of boys can always be had in the Collinga School. In this way the Pundit will be drilled in the art of teaching, and learn thoroughly what he has to teach. It is certainly a day of small things, when only twenty pages a month of the History of Bengal are required from a School Master ; but I have tried to get more and failed.

These Pundits receive only Rupees 15 a month, and are, I am satisfied, as superior a set of men as I am likely to obtain at present on so low a salary.

20. The Sub-Inspectors of the Eastern Districts, and especially the Sub-Inspector of Burrisal, lament the general apathy of the people about Education. Indeed, with respect to improvement in Vernacular Education, apathy assumes the form of antipathy. The improvement, if made at all, must be made by Government.

21. In the 24-Pergunnahs and Baraset, some of the Gurumohashoys are studying with the hope of being appointed Circle Pundits. They have been promised that, on passing a satisfactory Examination, they shall have the preference for these appointments. They are assisted in their studies by the Pundits and the Sub-Inspector. The statistics of the Gurumohashoy circles in the 24-Pergunnahs and Baraset are as follows :—

46 Pundits.

133 Schools under improvement.

5,769 Boys in these Schools.

7 Schools in which girls are taught with the boys.

62 Girls in these Schools.

4,677 Books introduced by the Pundits.

112 Books previously in these Schools.

In Vernacular Schools, the total expenditure, in order to obtain a grant, must be above Rupees 20.

FROM THE REPORT OF MR. HARRISON, OFFICIATING INSPECTOR OF SCHOOLS, BEHAR, FOR THE QUARTER ENDING JULY 1856.

17. A survey of the whole field convinces me that English Education is advancing even more rapidly than appears outwardly, the style of the Education given is improving; and however wide may be the gulf between its actual state here and in Bengal, the English part, to which alone I here allude, only needs time, to take its place of equality with the North-West and Bengal. As also was formerly the case there, so now here, the rich are the most backward to make use of the advantages offered in Education. The shrewd Mookhtar or Wakil takes care that his family receive an English Education, while perhaps he is counselling his rich master that it is not consistent with his position and dignity to allow his sons to go to School. One word as to the average attendance: from sickness, heat, and the marriage season, the present Quarter is at least as unfavorable as any other in the year.

18. Regarding Vernacular Education. The Model Schools established chiefly by my predecessor in the six Districts now worked, may properly come first under review. Though well known to you, I may state they are Village Schools, intended to rank between the Tahsili Schools of the North-Western Provinces and the common Village Schools, and ultimately to attain the position of the

former. At present they have been informed but little beyond the latter, and in sending them the Sub-Inspectors have hardly paid sufficient attention to the point, whether the already existing Schools are sufficient, but to have assumed that each of the larger and more populous villages must be a fit locality for a School; fearing perhaps that the non-establishment of the apportioned number might be attributed to laziness instead of to caution. Hence, in several cases, ancient Goozoes and Miangis, finding a School established next door and their bread gone, have become our inveterate antagonists, and work on the minds of the parents, by the old argument of their religion being tampered with, and persuade them that the modification in charging one anna as a fee in July is blind, and after a sufficient number of months, a fee of one rupee will be demanded and arrears charged, failing to pay which they will be sold up as defaulters to the revenue. In these cases occurring in holes and corners of Districts, there being no regulation specially provided, Magistrates, however well they may wish us, very properly decline to act, and there is no remedy but patience, making good our footing where we can, and gradually advancing from these centres. If any one believes, that by any means whatsoever, or any agency however extensive, the people of Behar can suddenly be educated and elevated as at a jump, I have experience enough, little though it may be, to pronounce him a visionary; but progress is making, and every day is becoming more rapid, so that on a retrospect hereafter, it will seem a sudden movement. Again, there is no fear of an entire break-down in our plans, whatever partial failures occur. I remarked above, that the guesses by which Schools were established first at the larger places have

often proved wrong. Witness in all the Districts the places in the margin, each the station of a Deputy Magistrate, and each with the worst Schools in the District.

Patna, Barh.  
Chuprah, Serwan.  
Behar, Nowadsh.  
Bhagulpore, Madapore.  
Monghyr, now.  
Shahabad, none.

Now that we have breathing time, I am occasionally establishing Schools under the old Teachers

themselves, our books are used, our system adopted, and they are hitherto successful. Kouch, in Behar, with fifty-one boys by the last return, and Chowusp, in Arrah, with eighty, are examples

19. Since the commencement of operations, six Schools have been abolished; this altogether may be considered a small number, though one or two others would have followed; but I deemed it expedient to wait until in person I can determine what step to take. My having joined the appointment when the season for tent life was over, renders this, and in like manner will make my next Report, deficient in detail as regards these Schools.

20. Some idea of their condition may be gathered from the State of these Model Tabular Return. The average number to each School is 22. Attendance 17. As in the English Schools, so here, the large proportion of this is Hindu, the remainder Mussulman. The fee of one anna is to be levied now in every School, but is only partially introduced in Shahabad, where the people objected, that in the adjacent Districts of the North-Western Provinces Education was gratis. I cannot believe one anna excessive even with the poorest, and I therefore insist on its being levied. There is a sub-division into classes, and a certain set of books appointed for each: many Schools still consist entirely of the 6th or lowest class, and the highest yet attained is the 4th, in which the boys read easy Reading Lessons, Elementary, Arithmetic and Mensuration. Arithmetic, to the Rule of Three.

\* \* \* \* \*

22. This will be the right place to notice the assistance and co-operation of the Zemindars. For a long time past Mr. Tayler, ever aiding the work, has been applying to the Zemindars, especially to the Maharajah of Huttooa, the Maharajah of Bettiah, the Rajah of Doonrawon, and some others. They have responded to the call by promises to establish at Huttooa,

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\* Sarun, Chumparun, and Shahabad, respectively.

Bettiah and Doonrawon higher Vernacular Schools, similar to those proposed for the Sudder Stations, and about six or seven other Schools apiece throughout their zamindaries, on the footing of our Model Schools. These are all to be open to our inspection and under our direction. The rains will prevent the speedy completion of their plans, and further mention will therefore be properly made in my next Report only. I must add, I myself met the Dewans of the three Rajahs when at Chaprah and Arrah, and they since have repeated their promises and reported a commencement, the Huttooh Rajah claiming to himself the credit of spontaneous action. His work too will be carried on without a Grant-in-aid, which will, I believe, be hereafter applied for by the Rajah of Doonrawon. For all particulars will be given in extenso in the next, or the following Quarter, when things have taken a more definite shape. I abolished the School at Mirgunge in Sarun, to make room for the larger one of the Huttooh Rajah; the number six, therefore, above-named might with propriety be reduced to five.

28. Besides these there are some Schools, chiefly in Sarun and established at the instance of Sadaqut Hussein, my First Grade Sub-Inspector—(1.) at Bogoorah, Pergunnah Bal, by Kisban Coomar Satree, at the end of May; (2.) at Bal, Pergunnah Bal, by Baboo Hurchurn Narain Singh, which however he was compelled to close, as his ryots, tempted by the surrounding landholders, (who promised not to trouble them with Schools!!) were leaving his lands. On his report of the circumstances, I thought, as he maintains another at Mahmoodpore close by, it would be better for him to shut the School, which he has done. (3.) at Chynepoor, in the same Pergunnah, by Mohesndro Prochad Narain Singh and brothers, in June, and (4.) a School supported by Sadaqut Hussein and his brother. These do not appear in the Return, as the founders begged they might not now be included, lest the parents suspecting ulterior designs should withdraw their children! Such a state of things makes one almost wish to see the decisive effect of a census, whether it actually



would frighten away one-half of the population. An abortive attempt by Bhagwan Dutt and others, in the Shahabad District, is all I have to add.

24. The Benares newspapers, *Sudhakar* in Hindi and *Aftab-i-Hind* in Oordoo, were taken for a year, Newspapers, &c. from last January, and attempts have been made to extend their circulation; but with little success. But few care to read the spare copies which are from time to time sent, much less pay a subscription and passage charges. I cannot, therefore, sugar favorably of the paper which Mr. Tayler is trying to get up, another attempt on his part to spread information. One must be long amongst the natives fully to comprehend their apathy. Their own papers, printed at Lucknow, fare but little better. Our Schools, which belong to the young, may be very successful, whilst newspapers, for the grown-up and indolent, will fail.

25. One matter which my predecessor commended to my attention, and which is important, is the Maps. publication of Maps of the various Zillahs. I have applied to the Railway officers, but can find no one who is competent to execute the task, which, if done well, is of no little difficulty. It must stand over, and when opportunity offers of producing at a cheap price Maps worth having, I will gladly seize it.

26. The still more important subject of books for our Schools generally, will follow, but I must Books and their sales. preface a few remarks on Kaithi Hindi and Devanāgarī. The language of the masses of the Province may be said to be Kaithi, the character differing but little from the Devanāgarī, and not altogether consistently written. In this character no books have been published (those of the North-Western Provinces being of course in the Nāgarī type), with the exception of the Bible by the Missionaries; and a Government ordinance was solicited by Mr. Chapman to disallow the use of this character in legal papers, and thereby to encourage the

substitution of Nágrí. This was declined, and we labor under the disadvantage of our books not being in the character of the people, and the battle is going on. But the difference being slight, and the task of re-publishing the whole series so vast, that I am well content to let the struggle quietly continue; and believe that in the end Nágrí will win. I have found that many Village Teachers have spontaneously adopted our Nágrí books. The accounts show that the sale has not increased. Books came from Agra, some with, some without indents, and the whole business was so involved, that soon after my arrival I determined to order no more, even at the risk of ineffectiveness, until previous accounts were cleared off; supplying meanwhile the wants of one Zillah from the stock of another. After repeated enquiries, I am at last promised an answer, all will be right, and the stocks on hand were so large, that all wants have meanwhile been tolerably supplied.

I subjoin an Abstract:—

	Received.	Sold.	Lent.	Remaining.
Hindi .. .. .	2,347	666	387	15,297
Urdu and Persian	1,381	429	156	6,090.

Books lent may be considered given away, as they are seldom withdrawn if made proper use of, and this is one of the most justifiable items of expenditure, and moreover a small one.

Book-shops established at the Sadar Stations are not even with the commission of 25 per cent. found sufficiently remunerative to cause many candidates to offer for the posts, or to retain them when appointed. They will be looked after by me when on my tour: much may and something must be done.

27. This part of our plan is far from satisfactory. In Sarun no Examinations have been held, and there is no prospect of any in future. In Arrah only one School has come up, and that in the Primer alone. Patna has brought

Examinations of Village Schools not belonging to Government and rewards to Teachers.

up seven Schools. Bhagulpoor two Chutials and one Mukhtab. It has five Chutials; three Mukhtabs. In Monghyr there have

succeeded: ten Chutals and five Mukhtabs were examined in the Government School-house. Mr. Tucker presided and recorded his satisfaction. Rupees 25 in reward were given, nearly 200 boys were brought up, 100 passed, and the Teachers finding the rewards a reality and freely given, promised to appear with increased numbers next half-year. Twelve months hence my return will be much larger, but it is worth remarking that in Behar, one Master, though allowing his School to be examined, would not receive the reward, possibly lest the acceptance of Government money might interfere with his dues from the parents.

28. I refrain this Quarter from passing a verdict on my

Sub-Inspectors 1st and  
2nd Grade, Circuit Teach-  
ers, Masters, and Pupil  
Teachers.

*M. tea.*

Distance travelled 3246

Villages visited. 1039

H. School's Fund 271

U. Ditto ditto ... 191

Sub-Inspectors *individually*, not having seen sufficient of them to be sure of bestowing the merited amount of praise or blame; but collectively I can speak in their favor. The sum total of distances traversed by them is noted in the margin, not that I attach over much

value to the return as evidence of work, but it is checked almost continually by their Diaries and the District Maps. This year floods have been unusually extensive and on several occasions they have found themselves shut out in a few days by the rising water. One Sub-Inspector of the 2nd Grade, having been convicted of carrying on his work by Deputy, was dismissed, or rather, as the offence was committed before my time, I allowed him to resign, as dismissal would have wholly deprived him of future employ in any office. I hear he is still without work. The survey of the different Thannas being incomplete, the place of 2nd Grade Sub-Inspector is very arduous, as the holder has to travel over, it may be, the most widely separated parts of a District; hereafter, they will have certain Thannas allotted to them, within which each will confine his tour, and some mitigation thereby be afforded. To illustrate my statement and to show that the office is not always desired, I may remark that a certain School Teacher, a good Scholar, and of

some reputation, though drawing only 5 Rupees a month, declines the office of the 2nd Grade, though the salary is 80 Rupees. The Circuit Teachers, of whom all but one are appointed, are little better off. I purpose, as far as is practicable, filling up vacancies in the higher offices by the most deserving of the juniors, believing that better men may thereby be induced to enter; but experience proves that the prizes to be gained in the whole line are not sufficiently great to retain really good men. The Masters are improving under the tuition of the Circuit Teachers, and the promotion of some of them, when I can fitly do so, will be a great additional stimulus. Of late also, the candidates for Pupil Teacherships have increased, so that it is no longer necessary to employ all who offer, if even only just able to read the simplest book.

29. Having remarked on my subordinate officers, I turn to my Co-adjutors, the Local Committees.

Local Committees. I have had no disagreements nor difficulties with them, but have always found them willing to adopt plans and suggestions when a reason was advanced for so doing. The more energetic may perhaps be guessed from my remarks on English Schools, but I could not stigmatize any with great remissness. In some cases I have learnt by conference, that the cause of the comparatively little interest manifested by them is their ignorance of the multifarious details of a School, its allowances, history, &c., &c., to which ignorance I myself in some degree plead guilty; certain other matters in regard to School Library Allowances, the supply of books and School funds will form a subject of a separate communication to you. I hope ultimately to make a warm interest in the affairs of the School the rule and not the exception.

30. Mr. Tayler, the Commissioner of the Patna Division, with whom my office is placed in doubtful connexion, has at all times afforded every assistance to me and much smoothed my path. I have not mentioned his larger plans, which are to be developed

hereafter, as they are not subjects of my comment. His present acts must simply stand as a pledge of the future.

I have not yet met the Bhagulpore Commissioner, but on the one occasion on which I found it necessary to apply to him, he gave me the required assistance, and has himself been inviting the co-operation of the more influential classes in his Division.

81. The system of Pupil Teachers, recommended so strongly by the Hon'ble Court of Directors in their Despatch, can hardly be said to have been adopted, for the few men so called are appointed more to maintain the supply of Masters for vacancies than as embracing the system. I acknowledge the utility and desirability of the plan; but ere we can carry it out in its integrity, our Schools must be raised far beyond their present height and style of teaching. If the Sudder Vernacular Schools answer, it is intended to convert them into Normal Schools, and in them probably will it first be developed.

82. From the impracticability of carrying on work in eight Districts at once, my predecessor's first operations included only six, and Tirhoot and Purneah were left till things having taken a settled shape, they also might be commenced upon. But our machinery is still cumbrous and does not work smoothly; meanwhile the Tirhoot people are clamorous about the neglect of their District, so that we must very soon occupy the field. In Tirhoot lies the Durbungah School, which does not appear in the Return for reasons there stated, and is not included in this Report.

83. There is no systematic organized opposition, however much individuals may thwart us. I conceive our position to be as nearly as possible that of Bengal ten or fifteen years ago. Working with better knowledge and experience, we shall advance more rapidly; but time, much time, must elapse ere we can make good the lost ground in the race. Our chief obstacle lies in the people themselves, who are more credulous than the shrewd Bengalis, and

who have not sufficiently, by intercourse with Europeans, worn off their faith in fables and superstitions, the engine of the craft. In Patna itself, the chief City of the Province, men with arms predict a hurricane, and enjoin the preparation of eight days' food, and the people to be in readiness to betake themselves to the open plain. This actually occurred a few days since amongst us Europeans, and our enlightenment, and to the thousands who believed the prophecy, its non-fulfilment will not bring its refutation. It will have been stopped by the intervention of the predictors, and offerings will be made accordingly. To the English Schools we must look for the means to act upon the masses: in them only can we reach the higher and more influential classes, for little as they use these, they cannot be got at at all through the Village Schools. If, then, at any time, those Schools appear to receive more than due attention, it is from this cause, and not from a neglect of what I consider our main task, the education of the masses.

FROM PUNDIT ESHWUR CHUNDER SURMA'S REPORT FOR  
THE QUARTER ENDING JULY 1866.

2. The Model and other Vernacular Schools under my charge have continued to make satisfactory progress since my Last Report. The inhabitants of the several villages where the Schools have been established, with exception to three or four places, also continue to take the same lively interest in their welfare as before.

3. During the Quarter Schooling Fees have been introduced into all the Model Schools in Burdwan, and into those at Shayakhalla and Kissenāgore in Hooghly. The inhabitants of

Khandghosh, in Burdwan, have shown great unwillingness to meet the call, pleading inability to do so. Realizations are made with difficulty.

4. Two additional Masters were appointed to the Vernacular School at Midnapore, and the salary of the 2nd Master was raised from 10 to 15 Rupees per mensem. To meet the increased expenditure, the rates of Schooling Fees have been augmented from 1 anna and 2 annas to 2 and 4 annas per head in the lower and higher classes respectively. I am happy to report, that the inhabitants of Midnapore have gladly agreed to pay the higher rates, a circumstance which shows that they properly appreciate the benefits of Vernacular Education.

5. Two class-books have been compiled and issued during the Quarter, viz.—Charitabalee or exemplary and instructive Biography and the first part of Geography containing Asia. Both the books have been introduced into all the Schools under my charge.

6. The Normal School numbered ninety-nine pupils on its Rolls at the close of the Quarter under review.

The Institution supplied fourteen Teachers during the Quarter, two to the Model Schools, five to the Inspector of Schools, South Bengal, four to the Inspector of Schools, East Bengal, and three to two Aided Schools in the 24-Pergunnahs and Hooghly. Two Teachers not being sufficient for the efficient management of the School, the appointment of a 3rd Master was sanctioned by Government, who was appointed in the month of June last.

The Sub-Inspectors under me have been busily engaged in the Quarter in visiting Schools within their respective Districts, and have given satisfaction by their diligence and attention to their duties.

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FROM MR. PRATT'S REPORT FOR THE QUARTER ENDING  
OCTOBER 1932

8. During the 'Quarter, I prepared and sent you an Abstract of all the remarks made in the Visiting Books of the different Zillah Schools during the previous Quarter. The remarks are so seldom anything more than a bare record of the visit, with a remark that every thing is "satisfactory," that I must confess I can see little use in abstracting such remarks. When Local Committees come to understand clearly that the Surplus Funds at credit of these Institutions are available for improvements, perhaps they will take more interest in their administration.

11. During the greater part of this Quarter, the Committee for the improvement of Schools, of which I was chosen President, has devoted several hours every week to the discussion of the measures required for the improvement of English and Vernacular Schools in this country, including the examination of a large number of Class Books, with a view to the adoption of the best, and the translation and preparation of others, &c., &c.

12. During the Quarter I have forwarded to you, with my recommendation for sanction, six applications for Grants to Anglo-Vernacular Schools, as shown in the margin,\* in addition to that received from Baboos Joykissen and Rajkissen Mookerjee, who have munificently offered to

[illegible]



endow a College at Ootterpara to the extent of Rupees 300 a month, in addition to providing half the cost of converting the present School-house into a Collegiate Building, and land for the same. The number of applications for Grants to new Schools have not been so large as usual during the last Quarter, in consequence of the extensive inundations which created much anxiety and distress, while the impassable state of the cross roads almost put a stop to the operations of the Deputy Inspectors.

13. Another cause has now come into operation, which will in future diminish the number both of Anglo-Vernacular and of Vernacular Schools established by means of Grants-in-aid. Until the middle of October last, by liberal interpretation of the Grant-in-aid Rules, projectors of Anglo-Vernacular Schools, who undertook to establish, in connection with the Anglo-Vernacular School, a purely Vernacular School, on an improved footing, for the poorer classes, succeeded in obtaining Grants equal to the amount derived both from their subscriptions *and from the Schooling Fees*; but by your letter of the 20th October, you informed me, that this relaxation of the Rules could no longer be allowed. Under this order, we shall not only lose the opportunity of establishing a number of Anglo-Vernacular Schools, but of the Vernacular Schools, which for the sake of getting a larger Grant, the Managers of such Schools have in almost every case been induced to establish at the same time.

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17. On the occasion of the last Teachership Certificate Examination held at the Presidency in September, I went for the purpose of hearing the Candidates teach a class in the Vernacular on points connected with History and Geography. The manner in which they acquitted themselves fully bore out what I have stated in previous Reports as to the inability of Teachers educated in our English Schools, to convey information through the medium of their own language. This remark does not apply to those of the Candidates who had been taught in the Presidency College, where they possess unusual and peculiar advantages.

29. The number of Grants recommended by me during the Quarter, for the establishment of improved Vernacular Aided Vernacular Schools, were twenty-two, as detailed in the margin,\* besides one for the Church Missionary Society's Sanskrit School at Nuddea.

30. The total number of aided Vernacular Schools established in this Division on the 30th October was 90, distributed as follows :—

In the Hooghly District	41
„ „ Howrah „	6
„ „ Burdwan „	16
„ „ Nuddea „	10
„ „ Bancoorah „	10
„ „ Midnapoor „	7
	90

Making every allowance for inundations, distress, and the difficulty of “agitating” during the months under notice, this is of course an unsatisfactory tale of work. The establishment of Schools for the masses can hardly be said to be making much progress, when in three months we succeed in setting on foot only twenty-two Schools in nine Districts† containing a population of several millions.

31. The extent to which the recent Educational measures are succeeding, or are likely to succeed, in providing for the Education of the people of Bengal, has formed the subject of a

* In Bancoorah	24
„ Nuddea	6
„ Beerbhoom	1
„ Burdwan	3
„ Moorsshedabad	3
„ Hooghly	3
„ Midnapoor	2
„ Rajshahye	1

special Report submitted to you during the past Quarter. I have there ventured to assert, that those measures are not sufficient for the object in view, and I have explained at considerable length the new measures which appear to me absolutely necessary to attain that object.

82. It appears to me undeniable that the present Grant-in-aid Rules are inapplicable to the state of things in this country. The poorest classes, those who form the mass, do not want Schools at all, because they cannot understand the use of Education, because they are too poor to pay Schooling Fees and Subscriptions, and because the labour of their children is required to enable them to live. The middle and upper classes will make no sort of sacrifice for the establishment of any but *English* Schools. Yet the Rules in force presume the highest appreciation of Education, because based on the supposition, that the people will every where pay not only Schooling Fees but Subscription for Schools. In fact, we expect the peasantry and shop-keepers of Bengal to make sacrifices for Education, which the same classes in civilized England often refuse to make! That we have been able to establish any aided Vernacular Schools at all is owing in nearly every case to the fact that, in the place where such a School is set on foot, there happen to reside one or two persons of superior intelligence and education,—a Calcutta Clerk,—a Moonsiff,—or a young Zemindar educated at College, &c.; but even these take but little interest in promoting improved Vernacular Schools, and only as a *pis aller* where they cannot collect sufficient funds for an English School.

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83. The Deputy Inspectors of my Division have continued to give me satisfaction; those most deserving of commendation are named in the margin.\*

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\* Baboo Protap Narain Singh, (Hooghly); Brumomohun Mullick, (Bancoorah); Kallipresunno Banerjee, (Moorshedabad.)

Baboo Hurry Sunker Dutt was appointed early in the Quarter to succeed Baboo Sresputty Mookerjee (resigned) in Burdwan, and he will, I believe, prove to be a very efficient and valuable Officer. In September, I selected Mr. Felix Johannes for the post of Deputy Inspector of Maldah.

40. Efforts have been made to induce persons in the principal towns of each District to establish Book-shops and Book Agencies, with the view of enabling those who are interested in the new Schools, and the native public generally, to obtain School-books and other works easily and cheaply.\* The School Book Society has already its Agents at every Sudder Station, but the Agents of whom I now speak are appointed at places in the interior, and get their supplies through the Deputy Inspectors. Three of these Book Agencies have been established in the Moorshedabad District; three in Burdwan; three in Bancoorah; two in Midnapoor, and two in Hooghly,—altogether thirteen. The number of Books indented for, through these Agencies, during the Quarter, are as follows:—

	Books.
In Burdwan .. ..	1,971
„ Bancoorah .. ..	1,840
„ Hooghly. .. ..	469
„ Moorshedabad .. ..	1,615
„ Midnapoor .. ..	657
Total .. ..	6,552

The small number supplied in this way to Hooghly arises from the facility with which the Managers of Schools residing in that District can get their Books direct from the Society's Office in Calcutta, where they obtain a discount of 25 per cent.

\* The details of this scheme are given in the 76th paragraph of my last Report.

41. Under this head the only other fact worth mentioning is, that I have recommended the purchase of 100 copies of Baboo Bhodeb Mookerjee's Vernacular work on the art of training, to circulate among our Village School Teachers.

\* 42. I cannot close this portion of my Report without again referring to the extreme importance of adopting measures which shall enable the people to obtain Vernacular School-books at the lowest possible price. Let them be printed upon paper of the coarsest description, but let them be *cheap*. The best elementary School-books are, in most subjects, those published under the direction of Pundit Eshwur Chunder Vadyasagar, but they have from the first been too dear, and, as I have already reported, he has recently raised their price. No private individual can be expected to incur pecuniary loss in undertaking so useful a work; but it is the duty of the Government to remove this very serious obstacle in the way of promoting Village School Education. This may be done by purchasing the works from the proprietors, and printing off large impressions on cheap paper. Government can afford to wait for the return of the money so expended, or even to undergo a small loss; individuals cannot.

43. I had much pleasure in recommending, during the past Quarter, a grant of Books to the Vernacular Library and Public Reading-room lately established at Seery.

44. As directed by you, I intend for the future to record in my Quarterly Reports the names of any persons who have been prominent in aiding to promote the cause of Education. During the past Quarter, the only persons whose names have been prominently brought to my notice, are Baboo Shumbhoonath Mookerjee of Beirnuggur, in Nuddea, and Baboos Sharoda Pershad Roy, Tara Chand Ghose, Deegomber Biswas, Okhoy Churn Dutt, Kally Dass Bhunjo (Police Darogah) of Burdwan.

FROM MR. WOODROW'S REPORT FOR THE QUARTER  
ENDING OCTOBER 1856.

\* \* \* \* \*

7. The most interesting experiment in my District is, in my opinion, the improvement of the time-consecrated, but deeply-degenerated, Village Schools. Whether they are, or are not sunk below the level of Schools, and whether they can ever be raised, has been a question often disputed. I believe that they can be raised, and know that the plan of paying the Gura according to work done is even now raising them. In the 24-Pergunnahs there are twenty-three Circles, containing sixty-six such Schools. Among all these Schools, there were only three which had any books at all last year, and these were only Lives of Krishna and Almanacs; now every one of them has books. Twelve Schools have classes reading Nitibodh and Bodhoday. The plan of making girls eligible for reward as soon as they can read the "Sheshushokhya, No. I., and rewarding equally the Gurumohashoy who teaches them, has succeeded beyond expectation in certain places. At Sura there are thirteen girls in one School, in Noelgunge twelve in one School, and at Syedpore, near Barrackpore, I myself examined nineteen Brahminee girls—all of good parentage. Every Gurumohashoy has an interest now in bringing girls to his Schools, and they are doing so quietly, and without any noise. I have now, in my Indigenous Schools, more girls than there are in the Bethune and Central Schools together, and before the end of the year, the number will be doubled."

Indigenous Schools.

8. I regret that, in passing beyond Barrackpore to the Eastern District, I pass from a land of promise to one of barrenness. The people of the Eastern District are ignorant beyond conception; bigoted, prejudiced against the acquisition of knowledge, save only as a means of gain. The upper classes are willing to learn English as a language, because it leads to lucrative employment, but would, if they could, utterly ignore History, Geography and

Eastern Bengal.

**Physical Science.** In these Districts Grants-in-aid for Anglo-Vernacular Schools will probably succeed, but have failed, and will utterly fail, for purely Vernacular Schools. If the masses of these Districts are to be educated, Government must pay the School-masters. I strongly recommend that six Government Vernacular Schools be given at once to each District, that the establishment of these Schools be on the scale allowed by Pundit Eshwur Chunder's Model Schools; but that fees be exacted chiefly as a means of securing regularity.

9. The Deputy Inspectors in these Districts were appointed after the last Dargi Poojah, and when they had succeeded in establishing Schools, were for a time disappointed of aid, owing to the exhaustion of the original grant. Some of the Schools which were established were again dissolved by the rains, as the inundation was dreadful in these Districts. This, however, is only a temporary cessation. The Deputy Inspectors visit all the Village Schools, and try to introduce books, but the results are unsatisfactory.

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12. The rewards for Vernacular Schools, viz., stipends for three years to the Bengali Class of the Medical College, stipends for one year at the Training School for Teachers, stipends for four years at an English School, are highly valued in the 24-Pergunnahs and Enamul. The whole number adjudged to my District would here be given, if allowed, and yet more be wanted.

\* \* \* \* \*

17. In the town of Dacca a good Female School has been established, but will sink, unless supported by a grant from Government. Any sum would be acceptable. A branch Female School has been established at Lall Bag. This also needs Government assistance.

18. Mr. Pogose's School is thriving well. Mr. Brennand and Mr. Tydd of the Dacca College have established three self-supporting Anglo-Vernacular Schools in the town of Dacca.

I look on the erection of a self-supporting School as a pure good, and think the projectors worthy of great credit.

20. In former years the number of Candidates for Examination was usually five or six, but during the present year the increase has been surprising under the stimulus given by the new rules for promotion and employment in the Educational Department. The number rose in the Examination of September last to ninety-six. Although many of the Candidates were Scholarship-holders, and therefore entitled to exemption from certain papers, yet the labour was excessive, and the Examination extended over a whole week, instead of three days. I am decidedly of opinion, that the test of knowledge might be applied by the University, and that the Entrance Examination should qualify for the third grade, the common degree for the second, and Honours for the first. The Teachership Examination would then be reduced to an Examination in Bengali and in the Art of Teaching.

21. Every Anglo-Vernacular School has the nucleus of a Library both in English and Bengali, and the Managers are requested to allow as much freedom as possible in the loan of books.

#### FROM MR. HARRISON'S REPORT FOR THE QUARTER ENDING OCTOBER 1856.

I now pass to Vernacular Education.

As for my own Schools, they are yet to me unknown. I have seen but one, and that only just established in the Dinapore Bazar. It certainly was primitive enough not to deter the most timid by any new fangled ideas. But as I am about to visit all, or nearly all of them, and I can put no faith in figures, which, as often remarked, can be made to say anything, my Returns also being in some cases next to impossible to believe, I will not



hazard any statement regarding them, farther than to mention that many of the more lately established Schools seem to be as well placed as they are well attended and popular. There are only some fifty-five established out of the seventy-two sanctioned. I am not anxious to increase the number till I have inspected them.

\* \* \* \* \*

I recorded in my last Quarterly Report the establishment of a few Schools by other native gentlemen.

Other private Schools.

One of these, in Zillah Saran, existed from May to September, when the founder having intimated to me that his neighbours had misrepresented his object, and that many of his ryots were consequently leaving, to the detriment of his Zemindary, and as he maintains another School at no great distance, I recommended his closing the one in question, which was accordingly done. Of the others, I entertain no bright hopes. Schools worthy the name are things unknown in this province, and Government alone, with its extensive staff, can found and support them *at present*. When the natives are familiar with Government Schools, and especially when a number of persons duly qualified are educated for Teachers, then will private Schools follow. I do not believe it is want of liberality, for they subscribe freely to their Tules or Sanskrit Schools, and the Schools for teaching Arabic and Persian; nor is it prejudice, in my idea, that is the real obstacle to be removed, but it is a want of acquaintance with the nature and use of our Schools. From a like cause the rich man will not set up a power loom or a cotton mill, and the poor man will not use a pick and shovel.

I continue to receive every assistance from Local Committees

Officers with whom I am connected.

and the Officers of Government generally.

I must again defer my opinion on the comparative and absolute merits of my Deputies and Sub-Deputies, as also my opinion on several points unnoticed in this brief Report, as I consider I am but just becoming useful as an Inspector.

FROM MR. ROBINSON'S REPORT FOR THE QUARTER ENDING  
OCTOBER 1856.

25. The Indigènous or self-supporting Vernacular Schools have, in every District, been very much interrupted by the numerous native Pujas during the months of September and October, and this, added to the obstacles referred to in my last Quarterly Report, caused by the heavy rains and the general unhealthiness of the season, prevents my being able to say much regarding them on the present occasion. Not only are the Schools yet in their infancy, but the subject of Education itself is still a novelty to the native mind. Any trifling occurrence in the village is sufficient to interrupt the duties of the School, and hence, during the national festivals, it was impossible to keep any Schools open, save those more immediately under our influence. These, however, are but temporary hindrances to our progress. It has been very gratifying to me to find that most of the Schools have been kept open during the whole of the rainy season. I entertain great hopes that we shall be able to do much, during the ensuing cold weather, to establish them more firmly, and to place them on a more efficient footing.

26. With reference to the Government Notification of the 9th July 1855, regarding the appointment to situations in the Public Service of such only as are capable of reading and writing, it gives me great pleasure to bring to your notice, that the Civil Officers in Assam have, with most praiseworthy zeal, already carried out the spirit of the order. I believe there are but few exceptions throughout the province, in which appointments, the monthly salary of which is more than 3 Rupees, have been given to any one incapable of reading and writing. The influence this will have on our Schools is incalculable, it has led many grown-up men to seek for instruction, who, under other circumstances, would never have learnt a single letter of the alphabet.

27. How far the same system may have been adopted in the other Districts in my Circle, I am yet unable to say. But I

believe it prevails also in the District of Mymensing, where the local authorities have evinced a very deep interest in the education of the people. To Mr. Lance, in particular, I am very much indebted for the valuable assistance he has often rendered to the Deputy Inspector; and for the personal interest he has taken in the prosperity of the Vernacular Schools, now rising up, in various parts of the Districts.

28. My Assistants, the Deputy Inspectors, I am glad to state, have all given satisfaction by the manner in which they have attended to their duties. Baboo Bykoontnath Sein in Zillah Mymensing, Baboo Horokali Mookerjee in Zillah Rungpore, and Baboo Horokhunder Banerjee in Zillah Dinagepore, deserve more particular mention for their indefatigable exertions during the Quarter, and the success that has attended them.

FROM PUNDIT ESHWAR CHUNDER SURMA'S REPORT  
FOR THE QUARTER ENDING OCTOBER 1856.

\* \* \* \* \*

2. The Model and other Vernacular Schools under my charge were closed during the last month of the Quarter on account of the Dusseerah Vacation. Their progress has been satisfactory.

3. Schooling fees have been introduced into four of the Model Schools in Midnapore.

4. The number of pupils in the Model Schools noted in the margin\* having increased so much as to make it utterly impossible for two Masters to manage them with efficiency, additional Masters were appointed to them under the sanction of Government

\* In Naddea.

1. Belgoria.
2. Bhagunghant.
3. M. Behulpore.
4. Khartoorah.

In Burdwan.

1. Doochat.

2. Amadpore.

3. Khandyboah.

In Hooghly.

1. Sheekhah.
2. Krishnagar.

on the condition that a moiety of their pay was to be defrayed from the Schooling Fees.

5. The Vernacular School at Ootterpara has been remodelled during the Quarter under review. It was formerly a School of the 3rd Grade, but has been now raised to the 2nd Grade with three Masters. The new arrangement required an additional expenditure of 20 Rupees per month, a moiety of which will be paid by Baboo Joykissen Mookerjee and the other moiety from the Schooling Fees, which have been fixed at the higher rate of two annas per boy.

6. The second or last part of Arithmetic, and the first part of Elements of Natural Philosophy containing Matter and Motion, have been compiled and printed during the Quarter. The first work has been introduced into the Model and Vernacular Schools, and the second will be adopted in them as a Class Book in a short time.

7. The Normal School numbers seventy-eight pupils on its Rolls. It has supplied twenty Teachers during the Quarter, eight to the Model Schools, one to the Calcutta Patschala, eight to the Inspector of Schools South Bengal, one to the Inspector of Schools East Bengal, one to the Jonye Training School, and one to the Bhowanipore Vernacular School.

8. The Sub-Inspectors under me have visited the several Schools in their respective Districts, and have given me satisfaction by their diligence and attention.

FROM MR. PRATT'S REPORT FOR THE QUARTER  
ENDING JANUARY 1857.

8. In November I proceeded to Berhampore for the purpose of conducting the examination of "Candidates for appointment and promotion in the Education Department," or, in other words, the Teachership Certificate Examination. There were

Teachership Certificate  
Examination.

altogether eleven Candidates, but all for the lowest or 3rd Grade Certificate. Six succeeded in passing, but only one so as to deserve the full salary attached to this Grade, viz., Rupees 50. Nearly all were very deficient in the power of communicating instruction in Mathematics, Geography, &c., through the medium of the Vernacular, while the answers to the written questions on the Art of Teaching were miserably bad. There will be no improvement in our Junior Teachers until we have a Normal School for them. I need not say anything on this occasion in respect to improved methods of teaching subjects or books, as all these matters have been exhausted by the School Improvement Committee in their Report, which is now being printed.

9. During this Quarter, an increase in the amount of *Office* work done by the Inspectors was occasioned by the orders transferring to us the disposal of cases relating to the Leave, Promotion, and Appointment\* of Teachers in Zillah Schools drawing less than Rupees 50 per mensem. Indeed, the correspondence branch of the Inspectors' duties has become so large as to threaten the efficient performance of other duties. With about 150 formal official letters, more than 150 of a demi-official kind, and 300 native letters, to write every month,—besides other work, such as the examination of Teachers, the checking of Monthly Returns, the issue of Bills, &c., &c.,—one or two days' absence from Office, for the purpose of travelling or visiting Schools,—creates an accumulation of arrears from which it is difficult to recover for several weeks.

11. Regarding the Vernacular branch of my correspondence, I have one word to add. I think it of great importance that this should for the present be kept up vigorously; for Native Managers and Pundits will lose their interest in the new Schools,

\* During the Quarter, six Teachers were appointed by me to Zillah Schools.

of their letters (tiresome and frivolous as they often are) are not answered. This Grant-in-aid system makes it necessary for the Inspectors to keep "the iron hot" by plenty of talking and writing, or, subscriptions will fall off, quarrels will arise between Managers and Teachers fatal to the Schools, and the whole system will break down.

When visiting Midnapore last year, I had some conversation with Captain Beadle, on the subject of erecting a Five's Court in the School Compound. I thought that if a fair proportion of the expense were raised on the spot, you might sanction a Grant from the surplus funds of the School; but the inhabitants have themselves raised the whole amount (upwards of Rupees 200)—a proceeding which does them great credit. I hope the same thing may be attempted elsewhere. Manliness and courage so much depend upon physical training, that I think we should pay more attention to this subject in the education of the middle and upper classes who attend our English Schools and Colleges. The Gymnastic Lessons at the Hooghly and Presidency Colleges have not succeeded—probably because the Students could see no practical use in the thing. But if a recommendation, which I made some time ago, of teaching the lads the use of fire-arms and horse-riding, were adopted, I think there would be no such reluctance. If the sons of our Zemindars could acquire the habit of shooting Snipe and Dacoits, and of riding over their lands and seeing things with their own eyes instead of the eyes of their Omlah, it would be a decided improvement.

22. During the Quarter, I have selected and appointed twenty-four Head Pundits to various aided Schools in the Division: four of the number were taken from Pandit Eshwur Chunder Vydisagar's School, and the rest were selected after special examination at my Office, out of about three times that number of Candidates.

23. The number of aided Vernacular Schools actually at work\* in this Division at the close of the Quarter was 79; and these Schools were distributed as follows:—

39	in	Zillah	Hooghly.
7	"	"	Howrah.
7	"	"	Nudda.
15	"	"	Burdwan.
9	"	"	Bancoorah.
2	"	"	Midnapore.

The number of pupils attending these Schools was about 4,000, each paying an average fee of two annas a month.

24. There are a few Girls in two or three of these Schools, and I have recently received four applications for the establishment of Schools to Female Schools.

tions for the establishment of Schools to be attended exclusively by Girls. The projectors have consented to my appointing Christian Female Teachers, and I am in correspondence with the Missionaries in charge of Christian Schools, with a view to the selection of proper persons. As soon as this has been arranged, I shall forward the applications to you for the sanction of Government to the necessary expenditure. The people have not in any case proposed to bear any portion of the current expenses, but will provide School-houses. I think that in the present state of public opinion, Government should gladly take upon itself the whole expense of maintaining such Schools. The projectors make a considerable sacrifice, in exposing themselves to annoyance and dislike on the part of a large section of their less enlightened neighbours; and that sacrifice should be held at least as equivalent to a mere pecuniary donation.

\* \* \* \* \*

28. During the Quarter under notice, I have recommended that the sanction of Government should be obtained to the early extension of the plan of "Circle Schools," adopted in Mr. Extension of the "Circle School" system to this Division.

\* is exclusive of Schools sanctioned, but not opened, &c., and exclusive of Model or Government Vernacular Schools.

Woodrow's Division, to the Districts of this Division. That plan was originally recommended by Mr. Woodrow soon after he commenced operations, on the ground that the Grant-in-aid system was not one likely to succeed to any sensible extent for a long time. I did not recommend the introduction of the Circle School plan into my Division at that time, because the plan obviously does not make the same effective provision for an advanced description of Education as the regular Grant-in-aid plan—for, under the latter, each School has the whole time and services of a qualified Pundit, while under the former, each School only gets a third or a fourth of the Pundit's time.

29. Moreover, it appeared to me that the Circle School system was somewhat at variance with the spirit and intention of the new measures, as the amount raised in the Circle Schools from Schooling Fees would, in many cases, fall short of the amount given by Government. Indeed, in the Districts of my Division, the amount of Fees collected in any three adjoining Patahalas is very seldom equal to the amount which Government is asked to give to each Circle. The Government gives Rupees 25 to a Circle of three Indigenous Schools, and Mr. Woodrow estimated the monthly receipts from Fees, &c., &c., in these Schools, at Rupees 27. This may be the case in such Districts as the 24-Pergunnahs and Baraset, but certainly not in my Districts—not even in Hooghly, where the receipts I believe amount to an average, for each School, of about Rupees 6 (including fees, clothes and food)—an estimate which corresponds far more closely with that arrived at by Mr. Adam than with that stated by Mr. Woodrow. So that if the Grant-in-aid Rules were to be strictly followed, I could only ask for a Grant of Rupees 18 for a Circle of three Schools, which would hardly be sufficient for the proper working of the plan.

30. But it appears probable that Government sanctioned the outlay for Circle Schools in the Eastern Division, without reference to the Rules for Grants-in-aid (for Mr. Woodrow did not pretend that an amount fully equivalent to the Grant would always and everywhere be raised), and with reference solely to the



grounds urged by Mr. Woodrow, viz., that there was no other plan for making an improved description of education available for the mass of the people.

31. As I have said, I preferred to try the Grant-in-aid system thoroughly in my Division before resorting to the inferior plan of Circle Schools; but it soon became evident, that although the former system might succeed to a certain extent, other supplementary measures must be adopted for the purpose of reaching the mass of the people, as shown in my special Report, dated 15th September last. I therefore long ago recommended, that whenever all the principal places in any Thannah Division have been thoroughly visited and "agitated," and every means adopted to secure the establishment of superior Grant-in-aid Schools, the Circle School system should then be introduced into those Towns and Villages, which though possessing a considerable population, had not established the former class of Schools. I would recommend this course being adopted in every Zillah,—even in Hooghly, Nuddea, Burdwan, and Bancoorah, where Grant-in-aid Schools are gradually increasing in number;—but still more is this necessary in such Districts as Rajshahye, Beerbhoom, Moorsshedabad, and Midnapore, where the Grant-in-aid system will not be resorted to by the people to any sensible extent for several years.

32. I have therefore solicited permission to organize Circles as

List No. 1.		
30 in Bancoorah at Rs. 25 per mensem..	750	0 0
30 in Midnapore " " ..	750	0 0
30 in Hooghly " " ..	750	0 0
30 in Nuddea " " ..	750	0 0
30 in Burdwan " " ..	750	0 0

per margin in the first instance, extending the scheme to other Districts hereafter.

It will be seen that I have made two Lists of Districts: The first comprises the Districts where our attempts to establish Grant-in-aid Schools

*List No. 2.*

For the present, and to be extended hereafter when all the Thannahs have been visited—

20 in Moorsshedabad, at Rs. 25 each ..	500	0 0
20 in Malda " " ..	500	0 0
20 in Rajshahye " " ..	500	0 0
20 in Beerbhoom " " ..	500	0 0

220 Total of Rs. per mensem 5,750 0 0

have been longest in prosecution, and where nearly all the Grant-in-aid Schools which we are likely to have are now in course of establishment,—and the second List comprises those Districts where a portion only of the principal Towns have been visited. Ultimately, a greater number of Circles will be required in the Districts of the second List than in those of the first, because we are not likely to have so many Grant-in-aid Schools in the latter; and the reason why more Circles are at present proposed for the Districts of the former List, is that a greater number of Thannah Divisions have been explored and “agitated” in the former than in the latter.

33. Supposing that on the average 200 boys are taught in each of the Circles, the formation of which has been recommended, the cost will be Rupees 5,750 per mensem for the education of 45,000 boys, or an average of about two annas a head per month, or Rupees 1-8-0 a year. I am aware that sanction was given to the Circle School plan in Mr. Woodrow's Division as an *experiment*; but as there is now no doubt as to the perfect success of that experiment, there appears to be no reason why the measure should not be extended in its operation.

36. The Deputy Inspectors have continued to perform their laborious duties very satisfactorily. Baboo Deputy Inspectors, Protap Narain Singh, Bromo Mohun Mullick, and Kali Prosunno Banerjee, deserve prominent mention. The last mentioned of these Officers should, I think, be promoted to the First Grade as soon as twelve months have elapsed from the date of his appointment. His great success in a very unpromising District, and the expense he is put to in traversing the extensive area comprised in his jurisdiction, entitle him to this promotion.

37. The number of Schools visited, and of miles travelled by the several Deputy Inspectors, during the Quarter, is as follows:—

	No. of Schools.		No. of Miles.	
Protop Narain Singli	Hooghly .. ..	50	469	
Bryson Mohun Mullick	Ranagorah .. ..	96	553	
Brojonath Mookerjee	Nuddea .. ..	17	323	
Harry Sankar Dutt	Bardwan .. ..	45	193	
Woomachurn Haldar	Midnapore .. ..	60	455	
Kally Probinno Banerjee	Moorsheesabad .. ..	46	276	
Ram Lal Mitter	Rajshahye .. ..	17	371	
Felix Johannes*	Maldah .. ..	12	93	
Panna Nund Mookerjee	Beerbhoom .. ..	36	123	

38. About the commencement of the Quarter, I succeeded in obtaining the services of Baboo Purra Nund Mookerjee as Deputy Inspector of Beerbhoom, where he possesses some local influence. He is meeting with fair success and the inhabitants of the District appear to be well disposed towards the extension of improved Schools.

39. Baboo Ram Lal Mitter has exerted himself to establish schools in the District of Rajshahye, but without much success. The small number of Indigenous Schools in this District, and in the adjacent District of Malda, affords sufficient explanation of the difficulty of making progress there. Mr. Felix Johannes, the Deputy Inspector of the latter District, has not succeeded yet in sending in a single application for a Grant-in-aid.

40. Things are not going on so well in Nuddea, under Brojonath Mookerjee, as I expected. There is a fair number of applications for Grants, but the Schools already established are not working very well. The three last,—those in Burnuggur or Oolla,—still remain closed, in consequence of the recent terrible pestilence.

\* Mr. Johannes and Baboo Purra Nund Mookerjee did not join their Districts until after the commencement of the Quarter.

41. Baboo Womun Churn Halder, of Midnapore, still finds himself unable to induce the people of that District to establish improved Schools. The "Circle School" and "Gurukulashree Reward" systems must at once be introduced here.

42. Our measures are working well in the remaining Districts of Burdwan, Bankoora, Hooghly, and Moorshedabad.

44. The establishment of Book Agencies and Shops at Towns in the interior of Districts other than the Sudder Stations (where the School Book Society already has Agencies) proceeds, though slowly. Three have been established during the Quarter, two in Midnapore and one in Rajshahye. From these Agencies, and those previously established, eighteen Indents were received during the Quarter for 4,399 Volumes, nearly all of which were, of course, merely School-books. 109 Volumes more were indented for on account of Prizes to aided Vernacular Schools.

45. In November I addressed the School Book Society, asking them to help me in promoting, through the means of these Agencies, the sale of Vernacular Works in General Literature of a useful and healthy character among adult readers. The Reverend Mr. Long having, at my request, furnished me with a list of such Works, I requested the Society to direct their Secretary to make arrangements with the Publishers and Proprietors of those Works, with a view to their being supplied both to their own Agents and to the Mofussil Agents appointed under the Deputy Inspectors.

46. This will probably be acceded to by the Society; but I must say that the great object of supplying the Towns and Villages of Bengal with cheap Books, is not likely to be carried out efficiently by this Society, unless it makes a radical change in its present machinery. If the Society could not supply a few Zillah Schools with Books without enormous delays and at unreasonable expense,

it is not likely that they will be able to undertake such a Work as I have now indicated. I am only stating what I believe to be the opinion of the Members themselves, and I hope they will take the remedy into their own hands.

49. The circulation of the *Education Gazette* continues steadily to increase. On the 31st January, the circulation in the Mofussil was 370,\* and in Calcutta 107,—altogether 477,—which, I believe, exceeds that of any other Vernacular Newspaper in Bengal. The Editor receives every week a large number of communications, many of them valuable and interesting, and I have been everywhere assured that the paper is as popular as it is useful.

50. During the Quarter the Department has received valuable aid from Mr. Cockburn, the Commissioner of Cuttack; Mr. Wigram, Magistrate and Collector of Beerbhoom; Mr. Chapman, Magistrate of Rayshahye; and from Mr. Cockerell, Magistrate of Hooghly.

FROM MR. WOODROW'S REPORT FOR THE QUARTER ENDING  
JANUARY 1857.

5. The transfer of authority in the internal arrangements of the Dacca College, from the Committee to the Principal, will eventually benefit the Institution by preventing division of responsibility; but the immediate result is a diminution of local interest in the College.

6. The Principal ought to hold a very different position to the Head Master of a Zillah School. The appointment of

\* The largest circulation is in the Districts of Meerahodabad, Midnapore, Bardwan, Hooghly, 24 Pargannahs, Dacca, and Nuddea.

Principal is in England one of exceeding dignity and responsibility, and such it ought to be in India. The instructive staff of the Mofussil Colleges is quite inadequate for the work devolving on them. How can one man teach Students of four different years Literature, History, Moral and Mental Philosophy, Mathematics, and the Physical Sciences. The years even are split into divisions, varying according to the ability of the Students, or their choice of subjects. In point of fact, the Head and Second, and sometimes the Third Masters of the School teach in the College. Such an arrangement is inevitable; but it is evidently unfair to the School. The College itself should be strengthened.

7. This intimate connection between the School and College has brought the latter into disrepute, for young men from the School Department persist in declaring that they are in the College. I know a case where a Student from the School Department of the Hooghly College actually in this way deceived the Commanding Officer at Dum-Dum, and made him in consequence form a low opinion of the College. This source of error will be diminished by the use of the new term "Collegiate School." A boy of seven years will not now be superannuated for admission to a College as was till lately the case. In my opinion a child of that age, instead of being too old for a College, is too young for a Collegiate School.

8. It may be argued that the Collegiate Schools set a good example and are patterns of what a School ought to be. Without going so far as to say that they are patterns of what Schools ought to be, there can be no doubt that they turn out the best Students in Bengal; but it is more than doubtful whether a system of instruction, that it is good for young men, is equally applicable for children. Boys under twelve years of age have no business in a Collegiate School. Much as I love and admire the great endowed Schools of England, I would never recommend that a boy under that age should be sent to them. The system there pursued is not, and cannot be adapted, for young children.

In Indian Collegiate Schools, the Junior Department follows the system which works well in the College; but children of six or eight years old cannot, without unnatural compulsion, conform to rules made for men. I therefore am of opinion, that Colleges should not be connected at all with primary Schools.

9. Instruction for primary Schools is now a Science in England. Almost the whole of the Parliamentary Grant is devoted to such Schools and to the training of Teachers for them. In India we want primary Schools, and the only plan of raising them is by means of trained Teachers from England. The Authorities here approved of a plan for securing their services, but it was thrown out by the Hon'ble Court of Directors, on the ground that we have in India the means of training such Teachers.

10. This very question has been thoroughly considered by every English School in Calcutta not connected with Government. The Doveton College, St. Paul's School, the Martiniers School, and the Free School, have severally sent for trained Teachers from Home. These schools are perfectly independent of each other, and differ widely on many points. But on the necessity of improving the system of instruction for children by obtaining the services of trained Teachers from Home, they exhibit perfect unanimity. The Director of Public Instruction, after mature consideration, adopted the same views. The Governments of Bengal and India approved them. Yet this unanimity is without effect till the question is re-considered by the Hon'ble the Court of Directors.

11. The Schools in Arracan will form the subject of a separate communication. I may, however, here state that, for many years past, the Commissioner of Arracan has expostulated strongly on the state of the Akyab School, noticing particularly the excessive inconvenience which arises from the ignorance of the Vernacular language on the part of the Teachers. I was myself witness to the difficulty

which arises from this cause. At Akyah, the Head-Master, though an able man, was obliged to confine his instruction in English Literature to having his Classes read and spell. For the meaning of what was thus read and spelt, the Boys had to go afterwards to the Vernacular Teacher. It is evident that such a system is irksome alike to Masters and Boys. The only means of improvement is to make the Masters learn Burmese. For this purpose, a commencement has been made by causing a part of the increased salary of the present Head-master to depend on his passing in the Vernacular. This system should be extended throughout all the Arracan Province, and all the Masters should receive an increase of one-third of their salary on passing in the Vernacular. The Vernacular Masters should similarly be encouraged to learn English. Till this is effected, any great improvement in the Schools is impossible. But still something more is wanted. The boys do not stay sufficiently long in the School. As soon as they learn enough English to copy a letter, they obtain situations as Clerks. The demand so far exceeds the supply, that the Moulmein School, which was established in 1837, has not yet supplied that Town. Merchants still give outrageous salaries to Clerks of very inferior qualifications. If the demand continues, and there is every probability of its doing so, the only possible means of preventing the continuance of the evil will be by increasing the supply. More Schools must be established. The Commissioner recommends that the status of the present Schools be raised. This, in my opinion, is unnecessary. The present Masters are able to carry on their boys for three or four years beyond the standard hitherto attained. If the three or four years were changed to eight or ten, the evil would still remain. The boys would still leave early, and the high qualifications of the Master would never be brought into exercise. The only means of meeting this evil is by increasing the number of Anglo-Vernacular Schools. I am happy to state that there is an application for an Anglo-Vernacular School at Sandoway—the *Ultima Thule*



of Bengal. The post from Calcutta to Sandoway occupies in the cold season seventeen days, and in the rains more than a month, yet at Sandoway the desire for English is earnest.

12. Instruction in the Vernacular language is under the care of the Buddhist Priests, and a certain amount of reading and writing is almost universal. To impart instruction is a duty with the religious orders, and is conscientiously performed. Consequently, from Ramree to Tavoy, the Burmese can read. It is only at the part adjacent to Bengal that entire ignorance prevails. The Island of Ramree, in which is situated a Government Anglo-Vernacular School, is the Athens of Arracan and even of Burmah.

13. It will be difficult for Government to improve the Vernacular Schools, as the chief instructors are the Phoongees, who consider secular learning a profanation, and would not consent to teach Arithmetic, Geography, or History. Their object is fulfilled when their pupils can read their prayers and sacred books. The Phoongees refuse to touch money. A Grant-in-aid would, therefore, be an abominable thing, unless it came in the form of gilding for the Pagoda, or carved work for the Monastery.

14. The proportion of people able to read is differently estimated by different Officers: but none give less than 70 per cent. In Bengal one per cent would be too much.

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16. I am happy to report favorably of the great majority of Grant-in-aid Schools already established. The Commissioners of Districts and other Officials who have visited some of them have given encouraging reports. The establishment of a School has almost invariably induced many more parents to send their children to School than had originally been expected. For example, the Anglo-Vernacular School at Hallyhaohur Koomerhatta has increased from 60 to 220 boys. This is the most favorable example; but the increase of others is equally unexpected.

The following is a summary of the Indigenous Schools now under improvement, in Baraset and the 24-Pergunnahs.

43 Pundits.

129 Schools under improvement.

4,767 Boys in these Schools.

10 Schools at which Girls attend.

26 Girls in these Schools.

5,294 Books introduced by the Pundits.

19. I regret to state that the Girls' Schools at Sura and Syedpore have been closed;—at Sura from want of pecuniary support, and at Syedpore on account of the death of the daughter of the principal supporter. The Dacca Girls' School still continues prospering; but I deeply regret that it has not yet received its Grant-in-aid. There is another Girls' School at Lollbag, in Dacca, supported chiefly by the Deputy Inspector. It has twenty-five Girls on the Roll, and an average attendance of twelve.

20. One of the Indigenous Schools under improvement at Dacca is taught by a Native widow. She is paid but once a year, and the highest gift is not more than one Rupee; the average is three annas. This gives just a pice a month. The attendance is about thirty.

21. The Pundits of the Guramohashoy Circles in the 24-Pergunnahs and Baraset are valuable agents for the sale and distribution of books. They come to Calcutta monthly, for the pleasant duty of receiving their pay, and the equally unpleasant duty of passing their Examination. On their return, they generally take a stock of books, from which they realise some profit from their customers, and some praise from the Inspector.

Deputy Inspectors.

22. The following is a Tabular Statement of the work done by the Deputy Inspectors :—

	Schools visited.	Miles travelled.	Books sold.	Prices of these Books.	Education Gazette distributed.
Deputy Inspector of Calcutta ..	95	459	0	0 0 0	6
24-Pergunnahs and Burdwan ..	253	1400	700	131 4 0	31
Pahar ..	18	780	103	13 13 3	0
Furzedpore ..	32	491	440	107 9 0	13
Burrisaul ..	71	515	255	39 7 3	5
Dacca ..	52	549	562	65 8 0	22
	521	4254	2060	357 9 0	77

The Deputy Inspectors know that the chief element in their claims for promotion will be their success in the establishment of Vernacular Schools. For this purpose they work most laboriously, yet Grants-in-aid to Vernacular Schools increase but slowly. The Deputy Inspectors have the greatest spur to exertion, that of increase of salary; yet they fail in this work. Bengalis will do little or nothing for Bengali Schools. Their craving is for English Education. Grants-in-aid fail for the Vernacular. The people will not give their quota of the expense. In Eastern Bengal, Vernacular Schools must be supported by Government and by Fees. If the public will do nothing, how can Government aid them?

23. The Public Libraries at Dacca, Furzedpore, and Burrisaul are in work; but the readable Literature is still very meagre. At Dacca the Subscribers have read every book, and now are asking for more.

FROM MR. ROBINSON'S REPORT FOR THE QUARTER ENDING  
JANUARY 1857.

2. The English Schools in the Division maintained by Government, I am happy to observe, are all making very fair progress. The number of pupils borne on the Rolls is pretty much the same as it was at

	No. on the Books.	Average daily attendance.
Sibsagar.. . . .	64	58
Gowhati . . . . .	54	44
Litapepore . . . . .	135	78
Bogra . . . . .	90	60
Mymensing . . . . .	179	144
Sylhet.. . . .	175	140

the close of the previous Quarter, except at Bogra, where there has been a clear increase of twelve; but there has been a decided improvement in

the daily attendance at all the Schools, which during the previous Quarter had been seriously affected by the prevalence of sickness. These Schools have all been visited by me during the Quarter under review, with the exception of the two at Sylhet and Mymensing, and the result has, on the whole, been favorable, both with regard to the general improvement of the Classes and the attention bestowed on them by their Teachers.

3. The only remark I have to make, refers to the very unsatisfactory course of instruction pursued in these Schools. The great object with the Masters seem to be to endeavour by all possible means to get a few of their pupils up to the Junior Scholarship Standard as the means of reflecting credit on themselves. It follows that the system of cramming is more or less adopted in all the Schools. The boys are pushed on from one book to another, without regard to their mental capacity; and the memory is in but too many instances over-taxed, while the reasoning faculties are scarcely ever brought into exercise. The consequence is, that when the motive for all this labor has passed away, and the young man is removed from the hot bed in which he has been nurtured, his

mind, for want of something to feed upon, rapidly falls back again into a state of inertness almost approaching to imbecility; and he who once was the flower of the School and had won honors at College, is, perhaps, a year or two afterwards, unable to write two consecutive sentences in intelligible English. That this is no over-drawn picture, I need refer to no evidence to prove. The fact is patent throughout Bengal, and plainly shows that the system pursued in our Educational Establishments is unsound. One cause of this lamentable state of things may be found in the inefficiency of the Teachers for the task they have to perform, and their ignorance of the art of teaching. But the main fault, I believe, lies in the nature of the present Examinations and the course of preparatory study pursued in our Schools. Permit me, for example, to refer to the books used in the lower classes,—the English Readers published by the Calcutta School Book Society for instance,—and Murray's Spelling Book. No one who has had the opportunity of sitting for half an hour with a class of native boys pouring over such books as these, but must have been satisfied that they are not adapted to the purpose for which they are used. Except as the medium of acquiring a knowledge of mere words, the books are utterly useless. They impart no new ideas to the mind, nor is there a single lesson in them adapted to excite even ordinary interest and curiosity, much less to stimulate to the acquisition of knowledge or to assist in the pursuit. We need books of a more intellectual stamp, containing matter that will afford subject for thought, as well as words to be retained in the memory; and as the power of acquiring knowledge is ascribed to reason, it is the reasoning faculty in the mind of the pupil which we ought early to stimulate into exercise. The habit of thought once acquired, the task of subsequent training will be comparatively easy; and even if our pupils should not have the opportunity of remaining sufficiently long under tuition to attain to the high standard now prescribed, we shall at least have the satisfaction of knowing that a substantial foundation has been

laid, on which he may himself build no mean superstructure. Having inured him to reflection, and given him the habit of thinking, we shall have put him in possession of the *principle* of all legitimate prosperity.

4. There are now in the Division six aided Anglo-Vernacular Schools. Of these the most important is the one at Goalpara, which continues to progress favourably. The School at Serajgunge, I am happy to state, has, since the date of my last Report, shown symptoms of a revival, and now numbers fifty-four pupils. This School was visited by me in the early part of the Quarter, when a separate Vernacular Department was formed in connection with it, which has continued steadily to improve ever since, and bids fair to become a popular branch of the School. The aided Schools at Goalpara and Horidebore, in the District of Rungpore, have also been visited by me during the Quarter. The Proprietors, I am happy to record, have paid great attention to these Schools, and the pupils

	No. of Pupils.
Goalpara .. .. .	147
Serajgunge .. .. .	54
Goalpara .. .. .	37
Horidebore .. .. .	46
Sunamgunge .. .. .	43
Hingajia .. .. .	50

among whom are some very promising lads, have in general made "satisfactory progress. English is taught in these

Schools as a language merely, while instruction in History, Geography, Arithmetic, &c., is imparted through the medium of the Vernacular. The other two Schools at Sunamgunge and Hingajia, in Sylhet, have been reported on very favorably by the Deputy Inspector, and continue to be well attended.

5. Among the private Anglo-Vernacular Schools in the Division, of which there are seven, three only approximate to the status of the Government Zillah Schools. Two of these are in Sylhet and under the superintendence of the Rev. Mr. Pryce. The

Private Anglo-Vernacular Schools.

third is the Zemindari School, at Rungpora, and is the only one

		No. of Pupils.
Sylhet ..	Shaikghat ..	100
	Bunder Bazar ..	101
Rungpora ..	Zemindari School ..	101
	Janahpore ..	41
Mymensing	Sherepore ..	82
	Helatnugger ..	47
	Soutash ..	55

of the three I have visited during the Quarter. It was originally established in May 1882, and from the peculiarity

of its position has had no ordinary difficulties to contend against. Yet it has maintained a very respectable footing and has given a tolerable amount of instruction to a large number of youth. The Managers have lately applied for a Grant-in-aid, to enable them to maintain a more efficient staff of Teachers; and should this be granted them, I have little doubt it will add much to both the prosperity and the usefulness of the Institution. The other four Schools are in the District of Mymensing, and have been reported of favorably by the Deputy Inspector. The Proprietors of these also have lately applied for Government aid.

6. The Normal School at Gowhati, I am happy to report, has continued to work well; and the Superintendent, who had been absent on leave, has again resumed his duties.

7. Of all our efforts in the cause of Native Education, those connected with the establishment and improvement of Vernacular Schools I deem to be decidedly the most important, for it is chiefly by means of them that we can hope to make a favorable impression on the masses. To the diffusion of Education through the medium of the Vernacular, therefore, the greater share of my time and attention has been bestowed; and though I am yet unable to report any instances of brilliant success, it gives me pleasure to state that my Assistant and myself have met with more encouragement in the Quarter under review than in any other previous one.

The Vernacular Schools maintained by Government in the Districts of Bogra, Rangpore and Dinagore, are all making very satisfactory progress. With a very few exceptions, they have all been visited by me in person during the Quarter under review, and I am happy to have this opportunity to testify to the judgment and ability the Deputy Inspectors in these Districts have evinced in the selection of suitable sites for these Schools, and the system adopted in their internal management.

Model Schools in Zillah Bogra.	
Namja ...	45
Chanchitora ...	59
Sherepore ...	71
Banial ...	45
Chandapur ...	22
Doopchauchia ...	...

In Zillah Rangpore.	
Nowdanga...	40
Godarhat ...	35
Hoda ...	57
Chilmari ...	51
*Sahilganga	16
Kashiganga	...
Olipoor ...	...
Sonyasivotta	...
Mahungu ...	45

In Zillah Dinagore.	
Mohadebpur ...	47
Khausha ...	47
Matherapuri	57
Satapuri ...	16
Churaimon ...	44
Rajshampore	41
Satadia ...	51
Ghorachhat...	52

The Schools are yet far from being so well attended as I could wish them to be; but when it is remembered that these three Districts contain perhaps the most ignorant section of the population of Bengal, and that not a single Surumohashoy's School had ever been known amongst them, the success that has attended our labours in this Quarter cannot but be considered satisfactory. Much, doubtless, remains yet to be done; but the work of education is a work of time, and it is encouraging to find that our first efforts have not been unsuccessful.

11. The Government Vernacular Schools in the Province of Assam have, on the whole, done pretty well during the Quarter under report.

\* The ravages of Cholera in the neighbourhood has seriously diminished the attendance at this School.



The Deputy Inspectors, availing themselves of the favorable season, have travelled about incessantly, and most of the Schools show decided marks of improvement.

12. Of the Vernacular Schools aided by Government, I beg to state that I have received very favorable accounts of those in the Khasia Hills. Three had been unavoidably closed for the Quarter, as the people in those localities could not dispense with the assistance of their children during the fruit season; but the other nine were in full operation.

13. The Rev. Mr. Hesselmayer, in Zillah Durrung, has had seven Schools at work, and writes very encouragingly of the progress made by the pupils in these Schools, and of the increasing interest the Kacharis of Durrung have lately shown in the efforts made for the instruction of their tribe. Were larger means placed at the disposal of this gentleman, I have little doubt he would before long be able to open at least ten more Schools.

14. The aided Schools in Zillahs Sibsagor, Dinagepore and Rungpore are all making favorable improvement. Those in the two last-named Districts have been lately visited by me, and I believe them to be fully deserving of the assistance they receive from Government.

15. The Indigenous Vernacular Schools, given particular attention, I am happy to report, show, on the whole, a decided improvement, and we have heard with pleasure of efforts being made in various other quarters for the establishment of several new ones. In the District of Sibsagor there are now nineteen of these Schools, where, till very lately, not one existed, and these afford elementary instruction to an aggregate of 1,076 pupils. But it is in the District of Mymensing especially that our efforts during the Quarter have met with most satisfactory results. There are now twenty-seven Indigenous Schools in active

operation in that District. To Mr. Lance, the Magistrate of the District, I am particularly indebted for the valuable assistance he has given to the Deputy Inspector. Several of the Schools have been visited by him in person, and the pecuniary assistance he has bestowed on many of them, have proved most encouraging tokens to the people of his interest in their welfare.

16. In Sylhet, I regret to say, we have yet met with but comparatively little success; but there are signs of improvement in the feelings of the people, and I would hope that in the course of time the zealous exertions of the Deputy Inspector there will be followed by advantageous results.

17. The Deputy Inspectors have all given me great satisfaction during the Quarter; but Baboo The Deputy Inspectors. Bykoontnath Seia of Mymensing; Horo Chunder Banerjee of Dinagepore; Horo Kali Mookerjee of Rungpore; and Shama Churn Mookerjee of Bogra, are more particularly deserving of notice. Men more devoted to their work I believe it would be impossible to find anywhere.

18. In my tour of inspection during the Quarter, I have travelled over 1,904 miles; 213 Schools have been visited by my Assistants and myself, and 547 Villages.

#### FROM PUNDIT ESHWUR CHUNDER SURMA'S REPORT FOR THE QUARTER ENDING JANUARY 1857.

2. The progress made by the pupils of the Model Schools is really surprising, considering that the oldest among them have not been established more than eighteen months. The pupils commenced with the Alphabet, and have gone through almost all the Class Books at present available; such as—

1. Bornoporichoy, or Spelling Book.
2. Rijupat, or Simple Lessons.

3. Kathamala, or Select Fables of *Aesop*.
4. Nitisar, or Moral Stories
5. Bodhoday, or Rudiments of Knowledge.
6. Paschawabali, or Animal Biography.
7. Charitatali, or Exemplary Biography.
8. Nitibodh, or Moral Class Book.
9. Bhugul Bibaran, or Geography.
10. Banglar Itihas, or History of Bengal.
11. Patangan, or Arithmetic
12. Charup, or Useful and Entertaining Lessons on Miscellaneous Subjects.
13. Jeeban Charita, or Biography.

This course, it will be seen, includes Geography, History, Biography, Arithmetic, &c.

3. The first admission into our Schools were, for the most part, from the Indigenous Schools under the Gurumohashaya. At the commencement I was under an apprehension that trained up as the pupils were on the faulty system in use in those Schools, our system would be distasteful to them. I have, however, been agreeably surprised to find that, attracted by the novelty of our system, they have, by dint of great exertion and unwearied zeal, made so much progress in so short a time.

4. Some of the pupils of the Model Schools have entered the Calcutta and Hooghly Normal Schools, and others the Bengali Class of the Medical College. The admission of such pupils into the Normal Schools is certainly an advantage to those Institutions. They have been found to be superior to outside Candidates, owing to their having received a regular preparatory training in the Model Schools. I have consequently every reason to hope that these pupils will make better Teachers in a shorter space of time than their other Class-fellows. The time, I think, has arrived when the system of pupil Teachers may be introduced. Upon this subject, however, I shall do myself the honor of addressing you separately.

5. The list of books given above does not comprise the whole course intended for the Model Schools.

Course of Instruction.

Those that were ready for use have been introduced in them. Others are under active preparation. The complete course will include History, Biography, Geography, Arithmetic, Geometry, Elements of Natural Philosophy, Natural History, Moral Philosophy, and Political Economy. I am aware that this course would be considered by many persons as high for the pupils of Vernacular Schools. They think that the course of Instruction should be a very limited one.

6. This opinion appears to have been formed under an impression that the Students of those Schools are generally the children of the working classes, who cannot afford to keep them there for the period necessary to complete any extensive course. This impression is certainly erroneous. There are three different classes of pupils in the Vernacular Schools, viz., the children of the higher, middling, and lower classes. The first class having means at command will generally withdraw their children from the Vernacular Schools after they have acquired a tolerable knowledge of Bengali and transfer them to English Schools or Colleges. The third class, from straitened circumstances, will, in many cases, not be able to keep their children in School for the whole time required to complete the course, and will generally withdraw them as soon as they are able to read and write and have learnt a little of Arithmetic and Mensuration. But the second class, whose children constitute the majority of the pupils in the Vernacular Schools, have the will to give them a tolerably complete Education, which, however, for want of means, they can never do in English. They must, therefore, continue their children in the Vernacular Schools to finish a complete course, and for this class of pupils the aforesaid course, in my humble opinion, seems to be absolutely necessary.

7. It has been stated, in the preceding para., that the children of the working classes form the minority in the Model Schools. Parties

Children of the working classes.

I know complain on this account, saying that the object of these Schools, which were opened more for the masses than for any other class, has not been attained. As far as I am aware, Government had no such object in view; the Schools were established for setting on foot a complete course of instruction in Bengali and thereby affording opportunities to the natives generally for imitation. Then again these Institutions are regulated on principles which will always act as a great drawback on the working classes. Here children are not only required to buy their slates, books, &c., but have to pay monthly Schooling Fees. Labor in this country is so cheap that the earnings of the working classes are scarcely sufficient for their maintenance. They cannot, therefore, be expected to incur extra charges for the education of their children. If those classes are to be educated, the Education must be imparted to them gratis so long as their condition is not bettered; otherwise, it is not reasonable to expect that those classes will reap any material advantage under the system in force in the Vernacular Schools.

\* \* \* \* \*

15. The success of Vernacular Education will depend materially upon the encouragement given in the way of providing the *Alumni* of those Institutions with offices under Government. People are eager to give their children an English Education, because they believe that such Education would ensure for them public employment, and that Education in any other language would be of no avail. This latter impression should be removed from their minds by providing Vernacular Students with suitable employment. They should, for instance, be nominated to lower posts in the Judicial or Revenue Departments, receiving promotion as they distinguish themselves by their abilities and experience. It may, I believe, be safely affirmed that Subordinate Officers from this class would be more efficient as well as trustworthy than the class of men who at present fill those offices.

16. The inhabitants of nearly all the villages in which our Model Schools have been established  
 Effects.

continue to feel a lively interest in their welfare. People who were at first not favorably disposed towards them, have commenced to appreciate their usefulness, and are by no means behind their neighbours in their zeal for the welfare of those Institutions. For instance, in the District of Hooghly, Kissennagore is considered as the chief seat of Hindu learning next to Nuddea. The orthodox Pundits of that village had, on the opening of the Model School there, not only slighted that Institution, but spoke of it disparagingly before others. The same men having witnessed the rapid progress made by the pupils of the School have begun to send their children to it. In the same way the inhabitants of the village of Seakhalla, in Hooghly, with the view to manufacture bricks for the School-house, have, in consequence of not being able to procure other fuel, cut down several aswattha trees, which, in the eyes of orthodox Hindus, are considered sacred, and the felling of them an act of impiety. Again, in the village of Protaspore, in Midnapore, the principal inhabitants are so anxious for the continuance of the School in that village, that they have agreed to defray from their own pockets any amount of Schooling Fees which may remain unrealized at the close of the month, as well as purchase books for such of the Students as cannot afford to do so in consequence of their inability to meet those charges. These Schools may also be said to have excited a desire in the inhabitants of the Mofussil for imitating them, and in consequence many aided Schools have been established.

17. I cannot refrain, in this place, from noticing prominently the several Native Gentlemen who take the liveliest interest in the Model Schools, and are always very zealous for their welfare. Baboo Saradaprosad Roy, of Bhajanghat; and Baboos Saradapersonno Mookerjee, Kaleocomar Dutt, and Pundit Shreeshehunder Bidyaratna, of Khantoorah, in Zillah

Native Gentlemen taking interest in the Model Schools.

Nuddea; Baboo Radhabind Chowdry, of Amadpoor; Baboo Nobogopal Mozoomdar, of Jowgong; Baboo Ramabullub Ghoshal, of Dinehat, in Burdwan; Baboos Brojomohun Misser, Rammohun Misser, Brojomohun Chowdhry, Horroppersad Puttanayack, of Protabpore, in Midnapoor.

FROM MR. HARRISON'S REPORT FOR THE QUARTER ENDING  
JANUARY 1857.

\* \* \* \* \*

I now turn to Vernacular Education and Schools, and in my review for the sake of convenience commence with the District of Bhagnulpore under Sub-Inspector Pundit Amar Nath Roy with three Sub-Deputies and two Circuit Teachers.

I may preface my remarks with a few words on the system adopted in the Zillahs generally. The Sub-Inspector has the management of the whole, and is ordinarily the only channel of communication and intelligence. To him come all the Reports and Returns from the Sub-Deputies and Circuit Teachers, and only an Abstract of them reaches me. Much, therefore, depends on him, for, receiving my information second hand, unless some glaring incident occurs, matters may be going on tolerably well or ill without my being able to pronounce decisively on them. It is only on my tour that, seeing things with my own eyes, I can form a correct judgment and give the due award of praise or blame. But, there is this to be said, that in my travels the present state of things actually before me gives also undeniable evidence as to the past, and thus though the lazy may have escaped detection during the previous year, or some of the deserving have not met due encouragement, the mistake is rectified at the close, and I gain experience to guide me during the next and future years.

\* \* \* \* \*

The English Schools taken as a whole are rising and improving, and as I have little opportunity for visiting them, I must attri-

## INSPECTOR'S REPORT

to the advance to the Local Committees. Many gentlemen in these bodies take a real personal interest in the boys, and this class of members I believe to be on the increase. The Masters in the Zillah Schools are commonly inferior in abilities and attainments to those in Bengal, though some of the Head Masters by their diligence are gaining a name. We are worst off as regards second Masters, for I know no one of them in these parts who is fit to take charge of a School; they must, therefore, be passed over on the occurrence of a vacancy. The great interval between the salaries attached to the two posts (one being three times greater than the other) primarily causes this inferiority, and I would wish to raise the pay of the lower office to a standard more commensurate with that of the other. With the present School Assignments this, however, is impossible, the revenues from private subscriptions and fees being (except in Gya) much less than in Bengal. I see, therefore, no remedy but that of raising of Assignments, and the state of Behar being considered in connection with the recent date of most of the Schools, the proposition appears reasonable. The history of the Institutions in and near Calcutta bears out this view. From being entirely supported by Government, many have advanced and become nearly self-supporting. We may expect the same results to follow here, the more quickly in proportion as our Schools are more efficient. Rupees 4,000 annually will permit the second Master's salary to be raised to Rupees 75, give an additional Junior Master, and relieve the now overcrowded lower classes, besides allowing the sum sanctioned for Library Books to be thus expended in lieu of being absorbed in the general current expenditure.

There have been no additional Grants-in-aid sanctioned this

Grants-in-aid.

Quarter in my Division, and no Vernacular Scholarships will be taken up. I issued Perwannahs to my Deputy Inspectors, describing the course to be studied, and the tests I should propose for gaining them; but none of the Schools are sufficiently advanced to compete this year.



During my progress through the Districts, I have sought every opportunity of conversing with both small and great, and have found great use in a few numbers of the *Illustrated London News* and *Bradshaw's Railway Map of England*. The very poorest and most ignorant can appreciate the difference between the two countries, when told that a paper with fifty or more excellent engravings, and as much print as in an ordinary book, is produced, and sent 10,000 miles at a cost of four annas; but for transmission along a twenty-fifth part of that distance in India, three annas is levied. Their own clothes also furnish me with another telling argument, and by such simple illustrations as these, I produce at least a counterbalance to their prejudices, which, however, I confess, I have not met with in any formidable shape; and I notice that in the same degree as I find my subordinates negligent or inefficient, so is each District reported to be more or less prejudiced.

FROM THE REPORT OF MR. H. WOODROW, M. A., INSPECTOR OF SCHOOLS, EAST BENGAL, FOR THE YEAR 1856-57.

\* \* \* \* \*

2. The Education Division of East Bengal contains a population of 7,653,000, and an area of 33,600 square miles, or 227 persons to each square mile. In this Division, exclusive of Calcutta, there are under regular inspection

- 12 Government English Schools.
- 6 Government Vernacular Schools.
- 1 Government Normal School.
- 1 Government Model School.
- 2 Grant-in-aid Superior Schools.
- 34 Grant-in-aid Intermediate Schools.
- 81 Grant-in-aid Elementary Schools.
- 150 Indigenous Schools under improvement.

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237 Total.

The following Table shows the state during the last two years of the Government English Schools :—

	BOYS ON THE ROLL ON	
	30th April 1856.	30th April 1857.
Russapuglah ... ..	103	117
Barrackpore ... ..	118	133
Baraset ... ..	157	199
Jessore ... ..	141	168
Pubna ... ..	148	124
Burrisaul ... ..	228	245
Furreedpore ... ..	106	127
Dacca ... ..	426	342
Noakhally ... ..	77	69
Tipperah ... ..	116	127
Chittagong ... ..	222	183
Akyab ... ..	71	71
Ramrec ... ..	65	59
Total ... ..	1,976	1,964

From the totals of this Statement it must not be imagined that English Education has been stationary or declining. The contrary is the fact. Grant-in-aid Intermediate Schools show an increase of 3,000 boys. Nearly 100 boys have left or refrained from entering the Dacca Collegiate School, but only to enter the new self-supporting Schools of the town. The authorities of the

Education Department see with pleasure the progress of self-supporting Institutions, even though a decline in Government Schools is the inevitable consequence. The Chittagong School seems to have fallen from 222 to 183; but these 40 boys have migrated to the adjacent endowed Grant-in-aid School.

4. The Bussapuglan School is an exceptional Institution, being maintained at a great cost for the benefit of the members of the Mysore family. The young Princes are the only boarders, and pay no fee. Mussalman boys, as Day Scholars, are free. Hindu boys are admitted at a monthly payment of one Rupee, but Christian boys are absolutely and rigorously excluded. The average cost of each boy to Government is Rupees 16-4; but as this calculation includes both Boarders and Day Scholars, and as Boarders, on the average, cost four times as much as Day Scholars, while Day Scholars are by far the more numerous, the cost of each Prince is Rupees 40, and of each Day Scholar Rupees 10. The School is maintained on its present scale solely for the sake of the Princes, and therefore a larger proportion of the expense than Rupees 40 a month is due to them.

The monthly cost of each boy in the other Institutions, for the year ending 30th April 1857, is as follows:—

	Total Cost.	Cost to Government.
Barrackpore...	0 15 10	Nothing.
Baraset ...	1 14 1	1 0 8
Jessore...	2 8 0	1 8 4
Pubna ...	2 9 2	1 14 0
Burrisaul ...	1 7 3	0 3 0
Furreedpore ...	2 8 6	1 10 3
Noakhally ...	4 9 0	3 10 6
Tipperah ...	3 0 10	2 2 9
Chittagong ...	2 5 0	1 5 7
Akyab ...	4 5 0	4 0 6
Rainree...	4 5 0	3 15 11

5. It should carefully be borne in mind that, in obtaining this result, the total expenditure is divided by the number of boys actually in attendance. For example, if there were a hundred boys receiving instruction in a School, with an average attendance of seventy-five and a monthly expenditure of Rupees 100-0-0, the cost of each boy would not be represented as one Rupee, but as Rupees 1-5-3. In a Pay-School, such as all Government and Grant-in-aid Schools are, the number of boys on the Roll is always the number receiving instruction, and this number only is considered in determining the strength of the instructive staff, and consequently the general expenditure. It therefore seems to me that this is the proper number to be used in calculating the expense of each boy. The average attendance, however, has been directed by authority to be used, and consequently the expense of each boy through the whole of the statement is higher than it ought to be. In point of fact, the absentees are frequently more than one-fourth of the School, and consequently it is not beyond bounds to say that the statement is too high by one-third. The boys under instruction being estimated at less than the real number, the average cost of each boy appears greater than is actually the case.

6. This question has been most carefully and fully considered at home and by the Minutes of the 2nd April 1853, the Lords of the Committee of Privy Council on Education determined "that every Scholar who has attended on the average four days per week during forty-eight weeks, or one hundred and ninety-two days in the year, should be reckoned in the attendance, by which the amount of the Income and the Grant are determined." By this rule, a boy who has been present two out of three days, is counted in full attendance. If it were applied in India, the cost of the education of each boy would appear less.

7. In examining the average cost of every Student in the various descriptions of Schools within my Division, I arrive at results which may be of general interest.

	Total Cost.	Cost to Government.	Number on which the Average is taken.
Government Schools—			
Superior... ..	3 0 5	1 1½ 0	9
Intermediate ... ..	.....	.....	None.
Elementary . . . . .	0 5 5	0 4 3	3
Grant-in-aid Schools—			
Superior ... ..	2 7 10	0 15 0	2
Intermediate... ..	1 4 6	0 7 4	34
Elementary ... ..	0 9 10	0 4 2	29
Dacca College ... ..	30 0 0	27 13 0	.....
Dacca Training School ... ..	11 7 4	11 7 4	.....
General Assembly's Institution.	1 12 9	.....	.....
Gurumohashoy Circles ... ..	0 4 3	0 2 2	150

8. The Vernacular Schools belonging to Government have an attendance of more than eighty, while those belonging to private persons have usually only half that number. Hence the cost to Government is nearly the same in each case, though in one School it bears the whole, and in the other only half the expense. The cost to Government of each boy in a Grant-in-aid School is, for the Intermediate Class, eight annas, and for the Superior Class one Rupee, and in a Superior Zillah School, nearly two Rupees. The Arracan Government Schools rank in point of standing with Intermediate Schools, but as to expenditure are quite exceptional. Everything in Arracan is expensive, and therefore I am not surprised to find that the total cost of each boy is Rupees 4-2-2, and to Government Rupees 3-11-7. In all parts of the world, Colleges are, and must be, supported by Government or by endowments. In India, few endowments have been given, and consequently the whole charge is borne by Government. Each Student costs Government in the Dacca College Rupees 27, in the Presidency College Rupees 40, and

In the Budget of 1896-97. The Medical College, however, contains where the students in the Hindustani and Bengali Classes are accommodated at a trifling expense, and consequently the cost of each student in the English Class is above Rspees 100 a month.

The expense of each student in the Training School may appear large, but is not really so, as will be seen by a comparison with the cost of training the Teachers at home, who go to serve in Schools of which the fee is a penny a week. The direct payment sanctioned for each of these trained Teachers is laid down by the Minutes of the 21st December 1846, at £250. This sum is thus distributed over his eight years' course:-

		£	s	d
Pupil Teacher... 1st year ..	..	10	0	
2nd year ..	..	12	10	
3rd year ..	..	15	0	
4th year ..	..	17	10	
5th year ..	..	20	0	
		—	—	75 0 0
Remuneration to School Master for one Pupil Teacher, during the same period, at the rate of £5 yearly .....				25 0 0
Queen's Scholarship for three years at Normal College, £25 .....				75 0 0
Payments to the Normal College for the Student ...	{ 1st year .. 20 { 2nd year .. 25 { 3rd year .. 30	} ..		75 0 0
				£250 0 0

In subsequent years, the Certificated School Master will receive a house, rent free, and a payment of £30 from Government, to meet a sum of at least £30 from the Managers of the School.

9. In examining the marks obtained by the different Colleges in the late Senior Scholarship Examination, I obtain the following results by taking the average marks in each subject :—

Number of Students.	Name of College.	Literature 100	Vernacular 100	History. 100	Pure Mathematics 100	Mixed Mathematics 100	Total 600
21	Presidency College	42	62	50	25	47	226
3	Hooghly College	32	51	53	29	57	221
14	Dacca College	24	50	52	25	54	205
5	Kishnaghur College	32	64	55	43	58	252
4	Berhampore College	29	48	56	19	55	207

According to these average results, Kishnaghur stands the highest and Dacca the lowest in total marks. The Presidency College stands the highest in English and History, and Kishnaghur in Mathematics and Bengali. In Pure Mathematics, Kishnaghur is far superior to any of the other Colleges. It ranks also, as is right for the representative of Nuddea, first in Bengali.

In examining the List, it will be seen that a general failure occurred in Pure Mathematics. The answers in Algebra and Trigonometry especially were very bad. I regret that on this account, some deserving Students have lost their Scholarships.

#### ZILLAH SCHOOLS.

10. The account given in the Report of the state of this Baraset School. School is very satisfactory. In consequence of the low fee exacted at the neighbouring Dhurmoshova Grant-in-aid School, the Local Committee have recommended that the fee in the lowest Class be reduced from one Rupee to eight annas. As the object of Government is to make English Education, as nearly as possible, self-support-

ing, I cannot concur in the proposition of the Committee. I rather recommend that the fee of the Dharmashala School be raised to eight annas. This School obtained a Grant on the condition of exacting fees of four and six annas from every boy. I found lately, however, that without the sanction or cognizance of the Education Department, several boys were admitted free, or at two annas a head, on the plea of poverty. Formerly, when this plea was allowed in some Government Schools, every Scholar, without exception, was entered as poor. If good self-supporting Schools should be established, Government Institutions might be closed at once; but it is folly to expect good Masters in such Schools when fees of two annas are current.

In the University Entrance Examination, six Students of the Baraset School obtained half marks, and two more were near the same standard. The four first Students obtained Government Scholarships, and by the exertions of the Magistrate, the next four were provided with Scholarships by gentlemen of the District.

11. The Report shows that the Boarding Establishment does not pay its expenses. This is a circumstance much to be regretted, for it is difficult to reduce the fee below Rupees 2 a month for board and lodging. It is also doubtful whether such a reduction would induce many more to attend. The genuine old Hindu custom is for Teachers in *Tolas* to support their pupils. It is an innovation to exact payment for boarding. All innovations and improvements are at first difficult. As Government cannot give more than the house, the Committee may perhaps be able to make a private subscription to meet deficiencies. Ten boarders would be enough to pay expenses. If distant Talookdars could be persuaded to send their children to the Boarding School, no inconvenience in meeting the charges would be felt.

12. The Report of the Agricultural Class is sufficiently full to obviate the necessity of any remarks on my part. The experiment would probably answer best in the Schools where the children are chiefly the sons of Talookdars and Zemindars. This is the case in no Government Zillah School. As I have



remarked in previous Reports, more than three-quarters of the Students in Zillah Schools are the sons of Amahs and Talooks. To find children of Talookdars, we must go to places far away in the interior. In visiting the School at Baraset, on the borders of "The Dismal Swamp" in Burdwan, I found sixty-one sons of Talookdars, out of seventy-seven persons in the Hall. Many of the Students of Baraset may intend to enter the Education Department. In my Division, a preference, *ad hoc*, shall be given to such boys as attend the Class on Agriculture, and are able to give practical instruction in the subject.

13. This is one of the few old Schools in my District. Mr.

Jessore School.

Smith, the Head-Master, has been at his post for more than nineteen years without increase of pay. During this long time, the School has always done respectably in the Examinations. At the last Entrance Examination, the boys were taken at a disadvantage, having confined their attention to the Junior Scholarship course. But notwithstanding this, they did fairly. Next year they will do better. The School-house at the Station is the best in my District, and the Head-Master has a residence in the building. I should be glad to see a wide extension of this advantage.

14. I have to draw the attention of the Director of Public

Pubna School.

Instruction to the serious loss which this School has sustained from the fall of the two School-houses in the storm of May 1856. The Local Committee could have built up these mat bungalows again in a fortnight, and offered to do so; but it was necessary to submit the matter to the Executive Engineers' Department. Four months were spent in elaborating a plan and collecting materials, that is to say straw and bamboo, which may be had in the bazar at half an hour's notice. Five months more were spent by the Department in the construction of two mat and thatch School-rooms.

"*Porturiunt montes, nascetur ridiculus mus.*" The School-rooms were ready for use on the 28th February 1857, and three months afterwards, on the very first shower of the present rainy

season, one of them became unsuitable. If the Engineers' Department cannot build a new School-room in less than nine months, or make it last more than three, the sooner it gives up building School-rooms the better.

15. The injury to the School is two-fold, temporary and permanent. Temporarily there was a loss of more than Rupees 500, through the non-collection of Schooling Fees for three months, and Rupees 160 more by the extra charge for house-rent during four months. Permanently the income suffered by the departure of about thirty-five boys to other Schools. This local evil, however, is insignificant in comparison with the calamity which has in consequence befallen the whole Education Department. Whenever the Executive Engineers close a School for occasional or the regular triennial repair, the pay of every Master on the Roll will be cut one quarter. The Circular No. 9, dated 28th October 1856, which enjoins the above reduction on the closing of a School for this or any other exceptional cause, is in force over the whole of the Lower Provinces of Bengal. From Mozufferpore, on the confines of Nepal, to Kyook Phyou, in the distant Island of Ramree—from Debroughur, bordering on the Chinese Province of Yunnan, to the far-famed Juggernaut Pooree, every School will suffer. From Pubna, as a centre, the undulation spreads over a circle of 500 miles radius. This vast extent will not be appreciated, except on comparison with some well-known area. Such a circle, with Paris in the centre, would take in the whole of France, England, Belgium, Holland, Switzerland, and parts of Ireland, Denmark, Austria, Italy and Spain.

16. The strict rule prescribed for Government Institutions is to be enforced on Grant-in-aid Schools, and thus almost every Educational Establishment in this vast Province suffers, because the Executive Engineer at Pubna neglected his duty. As an Executive Engineer is not responsible to the Education Department for his delay or neglect, the only hope of the Masters is to sit in "Dharmma" at his desk, begging him to be quick. This vicarious punishment is felt to be a great hardship. "The

parents have eaten sour grapes and the children's teeth are set on edge."

17. Two Students from this School obtained Scholarships at the Junior Scholarship Examination. I am pleased to see that the ~~Officiating~~ Head-Master lays much stress on a sound knowledge of Bengali, and that he has requested the Committee to point out to the Assistant Masters that a deficiency in the "knowledge of the Vernacular will retard their promotion as much as a want of knowledge of English." The Burrisaul School is one of the best in my District, and almost pays its own expenses. During the latter portion of the year under report, the whole native community of the Station was agitated by the admission of a boy to the School whose mother supported him by the wages of her own dishonor. They earnestly entreated that the boy should be excluded and their children freed from the pollution of his company. Nothing, however, was advanced against the little boy himself. The grandmother of the child, while lamenting the misfortune that had befallen her family, claimed admission for her grand-son, on the ground that there was no Government Order by which he could be excluded. The Local Committee was divided in opinion. The Director of Public Instruction sanctioned the view that I took of the case. According to the present rules, any boy may be admitted to any Government School, (the Hindu School and Mad-russa excepted), whatever be his caste or parentage. Therefore the boy in the present case may be admitted. But the rules also declare that boys may be expelled for certain actions, and it is evident that the frequenting of a bad house would be such an action. As long, therefore, as the boy lives with his mother, and sees and hears what is improper, so long he is ineligible for admission. But if his friends, anxious to raise one whom they love from the depths of degradation in which they have themselves fallen, should consent to pay for his board and lodging in a respectable family, and if the boy himself should be well conducted, then he should be admitted to the School.

18. When comparing the remarks of any two Local Committees on the result of the Examinations, the Inspector must feel convinced of the impossibility of properly classifying Schools according to the marks awarded by separate bodies. Each body has its own idea of excellence, and what is good with one is bad with another. For example, the Report of the Burrisaul School is almost uniformly favorable, and that of the Chittagong School unfavorable, yet a person who has seen them both would be unwilling to admit any great disparity. Under the Council of Education, the Local Committees conducted the Scholarship Examinations, and all the Schools were classified by their marks. Nothing could be more unsatisfactory than such a comparison. Many a Student would have been plucked at Chittagong, who, at Burrisaul, would have obtained a Scholarship.

19. The Local Committee of Furreedpore are earnest for the improvement of the School, by building a new School-house, increasing the salary of the Head Master, employing an additional Teacher, &c. Good reasons may be urged in favor of all these suggestions. The Inspector has had the unwelcome duty of continually reminding the Committee that it has got no money. If it could but raise Rupees 5,000 among the wealthy Zemindars of the District, Government would give another Rupees 5,000, and a pukka School-house would be at once built. But the Zemindars are not liberal in this matter, and until the required sum is raised, the old School-house must be used. I should be happy to see an increase to the salary of all the Head-Masters, but while the Head-Masters of Chittagong and Burrisaul, each with double the number of boys that attend Furreedpore, receive only Rupees 150, what argument can be assigned for giving more to Mr. Lefevre. Personal allowances are utterly prohibited, therefore Mr. Lefevre must, under the present system, seek an increase by promotion to a Collegiate School, or to one of the very few old Schools which still draw Rupees 200, such as Jessore and

Comillah. Vacancies in these old Schools seldom occur. Mr. Leicester, at Comillah, and Mr. Smith, at Jessore, have been at these places for nearly twenty years. Also as to Masters, five Teachers to thirty boys, that is, on the average, one to six boys, is not a bad allowance.

20. This Local Committee is the most assiduous of any in my District in visiting the School. It holds Meetings regularly every month.

Chittagong School.

Situated so far away from the rest of the world, the excellence of this School depends entirely on the vigilance of the Local Committee and the efficiency of the Masters; but good men do not like to stay at such a remote locality longer than is necessary. The late Head-Master, Ramsunker Sein, was spoken of very highly by the Local Committee. I myself can bear testimony to the efficiency of the present Head-Master, Baboo Gopal Chunder Banerjee. The School has a high character, and will, I trust, maintain it. In the Scholarship Examination, it presented three Students, all of whom obtained Scholarships, the lowest boy gaining 285 marks. The only higher Schools were Bhaugulpore and Baraset, which had respectively four and six Students eligible for Scholarships, but the third Student at Bhaugulpore gained only 263 marks, and the highest at Baraset only 289. The highest Student at Chittagong gained 327 marks, the greatest number attained by any Student from Zillah Schools, and equal to the marks gained by the best Students of the Collegiate Schools.

21. The Committee, however, draw a most discouraging picture of the state of the other classes, but I think that they give the proper explanation in attributing the apparent failure to the strictness of the Examination. The Committee seemed to expect some of the boys to gain full marks, but such an achievement is in a strict Examination quite extraordinary.

The remarks on the tabulated results are very full. Some of them are incorporated in the Report. If the same care and

attention were given every year, and in all the Schools, the progress of every boy would be completely known.

22. I beg to draw the attention of the Director to the continued liberality of this Local Committee in giving Prizes. The Subscriptions this year amounted to Rupees 488, and last year to about the same sum. I set a value on this fact, as it proves the general interest which is felt in the School.

23. The Grant-in-aid Schools are divided into three classes,—

Grant-in-aid Schools. Superior, Intermediate, and Elementary.

In Superior Schools the English language is used when practicable in teaching all subjects. In Intermediate Schools English is studied only as a language, and instruction is given by means of the Vernacular in History, Geography, &c. In Elementary Schools the Vernacular is the only language used.

It is difficult to enforce rigorously the distinction between Superior and Elementary Schools, as properly qualified Teachers for the latter are scarce, and the Students value Education solely as a means of getting money. English leads to higher situations than Bengali, and is therefore preferred. History, Geography; Mathematics, Natural Philosophy, &c., lead to nothing pecuniary, and are therefore disliked. They hold in our Schools just the position that Christianity does in Missionary Schools. Instruction in them must be tolerated by the pupils in order to get a knowledge of the English language—the one thing desired. Hence there is a constant tendency in Grant-in-aid Schools to confine their whole attention to English. The Report of the School Improvement Committee provides a course which will do as a beginning for Intermediate Schools. In due time better and higher books will probably be compiled.

In the following list of Grant-in-aid Schools I have reckoned as Superior Schools those Institutions which have sent up Scholars to the Entrance Examination. All other Anglo-Vernacular Schools are reckoned as Intermediate.

## SUPERIOR SCHOOLS.

Names of Schools.	Zillah.	Grant.	Number on the Roll.
		Ra. As. P.	
Cossipore School ...	24-Pergunnahs ...	90 0 0	121
Pogose School ...	Dacca ...	75 0 0	145
	Total ...	165 0 0	266

## INTERMEDIATE SCHOOLS.

Allipore ...	24-Pergunnahs ...	80 0 0	121
Belghoria ...	" ...	60 0 0	123
Syedpore ...	" ...	50 0 0	109
Boroee ...	" ...	50 0 0	128
Paikparah ...	" ...	64 0 0	143
Barripore ...	" ...	45 0 0	103
Dum-Dum ...	" ...	40 0 0	103
Sookchar ...	" ...	25 0 0	223
Garden Reach ...	" ...	80 0 0	131
Rajpore ...	" ...	40 0 0	105
Muzzilpore ...	" ...	65 0 0	103
Hallyshohur Koomarhatta	Baraset ...	20 0 0	205
Rahoota ...	" ...	13 0 0	45
Phurroshova ...	" ...	50 0 0	205
Nibodhoe ...	" ...	24 0 0	85
Takey ...	" ...	50 0 0	81
Noral ...	Jessore ...	97 0 0	76
Magoorah ...	" ...	35 0 0	64
Khoolneah ...	" ...	60 0 0	59
Koomarkhally ...	Pubna ...	80 0 0	143
Corruckdee ...	" ...	25 0 0	65
Baneripara ...	Burrisaul ...	25 0 0	106
Madibpasha ...	" ...	27 0 0	71
Rahamatpore ...	" ...	25 0 0	34
Shactghur ...	Furteedpore ...	24 0 0	58
Duttoparah ...	" ...	13 0 0	49
Poylah ...	" ...	15 0 0	30
Manickgunge ...	" ...	23 0 0	42
Naraingunge ...	Dacca ...	20 0 0	49
Rowali ...	" ...	25 0 0	89
Tagooria ...	" ...	15 0 0	89
Kalleeparah ...	" ...	40 0 0	177
Joydehpore ...	" ...	30 0 0	50
Meer Hyah Endowed School	Chittagong ...	40 0 0	175
	Total ...	1,875 0 0	3,439

## ELEMENTARY SCHOOLS.

Names of Schools.	Zillah.	Grant.			Number on the Roll.
		Rs.	As.	P.	
Shambazar	Calcutta	16	0	0	97
Aheritollah	"	21	0	0	74
Thakurpukur	24-Pergunnahs	18	0	0	82
Ramnugger	"	15	0	0	57
Burseen	"	20	0	0	103
Belghoria	"	20	0	0	64
Sulkea	"	10	0	0	37
Bonmogra	"	7	0	0	28
Barripore	"	13	8	0	102
Andhermanic	"	14	8	0	51
Mackhatollah	"	9	8	0	72
Kalighat	"	20	0	0	51
Rajuhaut	"	16	0	0	225
Barrackpore	"	16	0	0	36
Boral	"	12	0	0	57
Mohestollah	"	15	0	0	65
Kansariparah	"	10	0	0	48
Chuckrobaria	"	22	8	0	196
Hadipore	Baraset	15	8	0	61
Bharisimilia	"	10	0	0	40
Rarooley	Jessore	15	0	0	33
Noral	"	27	0	0	58
Koomarkally	Pubna	11	0	0	88
Satooria	Burrisaul	15	0	0	26
Panoare	Furreadpore	12	8	0	100
Baneeboho	"	14	0	0	62
Furreadpore	"	22	0	0	69
Guttee	"	12	8	0	64
Dadrakhee	"	10	0	0	49
Dhamroy	Dacca	20	0	0	126
Foolbariah	"	12	8	0	39
Total		473	0	0	2,250

24. The funds for further Grants were exhausted in September 1856, since which time I have received eleven applications for Grants to the amount of Rupees 321 for Intermediate Schools, and forty-three applications to the amount of Rupees 654-6-0



for Vernacular Schools. Numerous applications have been kept back as the applicants know that there are no funds available.

25. In orderly arrangement, Mr. Pogose's School is far superior to any other Grant-in-aid Institution in my Division. This excellence is due solely to the indefatigable care of the proprietor, N. Pogose, Esq., whose long sustained exertions in the cause of Education I wish to bring prominently to the notice of Government. At the same time, I must mention that in such a large and populous town as Dacca, English Education ought to be nearly self-supporting, and that consequently Grants-in-aid are not so necessary there as in the interior of the District. As the balance to the credit of the Pogose School steadily increased for more than one year, amounting at last to Rupees 663-7-6, and as many Schools were anxiously waiting for aid, I recommended a reduction of its Grant from Rupees 75 to Rupees 50, and directed the payments of the Grant and Subscription for the months of February and March to be made out of the balance.

26. The other Superior School is that of Baboo Kassynath Roy Chowdry at Cossipore. To the liberality of this Baboo the Department owes much, and I have much pleasure in bringing his name to the notice of Government. Two Students from the Pogose School competed this year at the University Entrance Examination, but were not successful in obtaining Scholarships. Three appeared from the Kassynath School, of whom two gained Scholarships.

Among the promoters of other Schools, the thanks of the Department are due to Baboo Ramrutton Roy, of Noral, and to Baboo Muttranath Koonadoo, of Koomarkhally, who have each established Elementary as well as Intermediate Schools. In former Reports I have mentioned the liberality of Coomar Kalee Kissen Roy, of Paikparah.

27. The accounts of all the Schools are carefully checked, and the signature of the Masters for the actual receipt of their pay for one month is required before the Bill for the next month

is signed. On visiting a School, I invariably ask if the Teachers' salaries are paid fully and regularly, for on this depends the efficiency of the School.

If the Managers should draw the Grant under the condition of giving a Teacher a stipulated sum as salary, and if this Teacher should at their direction consent to receive less than the stipulated allowance, a fraud difficult to detect would be committed. In such a case, the Grant would be stopped and the provisions of the Act for punishing breaches of trust applied with the utmost rigour.

I feel shame and mortification at being obliged to allude to punishments for fraud, when I hoped to give only commendation for disinterested patriotism: but circumstances have occurred in some small Schools, which show the necessity of vigilance on the part of the Inspector.

Dacca Normal School.

28. This Institution, on the 30th of April, contained

23 Students receiving stipends of 5 Rupees.

25 Students receiving stipends of 4 Rupees.

28 Students receiving stipends of 3 Rupees.

19 Free Students.

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95 Total.

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On the first examination of Candidates for this School, which was held simultaneously at Dacca, Burisaul, Pubna, and Furzedpore, but few persons presented themselves for admission, and of these few but a small proportion were selected. On a second examination, greater confidence had arisen, so that in the month of January last, the total number of stipends was awarded and several candidates admitted as free Students. To check irregularity, the latter are fined a pice a day for absence, and the Stipend-holders lose their pay.

29. In noticing the Normal School, I desire to give prominent notice to the advantage the Institution has derived from the

adoption of the system pursued by the Reverend C. Bomwetsch, in his Training School at Santipore. This gentleman, with equal hospitality and kindness, has opened his house and school to myself, and to those Teachers whom I may wish to send. Mr. Lawler, the Head-Master of the Dacca Training School, fully acknowledges in his Report the great obligation he is under to Messrs. Sterne and Bomwetsch. These gentlemen have made the training of Teachers the subject of much labour and study, and from their great experience of the systems pursued in Germany, their thorough knowledge of the Natives of Bengal, and their natural genius for imparting instruction, they are eminently well qualified for conducting Training Schools.

30. The advantage received by the Education Department from the liberality of these gentlemen is rendered doubly valuable now that the Authorities at Home have refused to send us Trained Teachers. Every Education Establishment unconnected with Government has already availed itself of the advantage, and it is no fault of this Department that we are yet without such assistance.

31. Connected with the Normal School at Dacca is a Model School, which, on the 30th April, numbered 205 boys. In order to check the influx of boys and to keep this School within manageable bounds, it was found necessary to double the fee for admission. This Model School does not cost Government a single pice. It has been taught entirely by the Stipendary Students. This system is not what I would wish, for the Stipendary Students are only beginning their work and cannot teach properly, and the superintendence of the Model School is too heavy for the two Teachers of the Normal School, whose whole time is required for their own ninety-five Students.

32. My sincere thanks are due to Mr. Lawler and Pundit Obhey Churn Roy, for the energy and ability with which they have managed these large and thriving Institutions.

33. During the last three months there were 150 Indigenous Schools under improvement, taught by fifty-three Pundits, with an aggregate attendance of 5,784 boys and 59 girls.

The improvement in some of these Schools is quite extraordinary. In fact, some are already better than a few Grant-in-aid Elementary Schools, and are managed at one-half the cost. The great difficulty is to keep the Pundits strictly to their work. At a great distance from the Deputy Inspector, and without a Local Committee to superintend them, the Pundits plead illness and other excuses for irregularity. It was expected that the Gurumohashoys and boys, who received their reward according to the work done, would denounce any irregularity on the part of the Pundit; but such is seldom the case. They seem to think that more may be gained by the good will than by the dislike of the Pundit, and therefore do not report his irregular attendance. Till a constant supply of trained Pundits from our Normal Schools is available, I shall be unwilling to extend the operation of this system to the Districts where supervision is difficult. The essence of the whole lies in careful supervision.

In previous Reports I have referred to this subject, and no further notice seems at present necessary.

34. I am sorry that some of the most influential and wealthy Zemindars of the Eastern Districts have at present given no assistance in educating their countrymen. The establishment of Vernacular Schools at Noakhally is at a stand, because no one has the presumption to advance before Raja Pertabchunder Singh leads the way. The Raja has, I know, liberally established Schools in Beerbhoom; but no favor has yet been shown to Noakhally. In a similar manner the establishment of Schools is retarded in Tipperah and Burrisaul from the want of an example on the part of Raja Sutta Surun Ghosal and other wealthy Zemindars residing in Calcutta.

35. The following is a Tabulated Statement of the work done by the Deputy Inspectors during the Quarter ending 30th April 1857 :—

	Schools visited.	Miles travelled.	Books sold.	Price of these Books.	Gazettes distributed, single copies.
Deputy Inspector of Calcutta ..	99	555	0	0 0 0	66
24-Pergunnahs and Burdwan ..	211	1382	400	75 0 0	106
Dacca .. ..	54	476	948	172 9 9	87
Pubna .. ..	32	780	75	10 8 0	0
Burrisaul .. ..	122	712	229	65 0 6	10
Furzedpore .. ..	47	553	485	188 8 0	66
Total .. ..	565	4458	2187	461 10 8	231

FROM THE REPORT OF MR. E. LODGE, INSPECTOR OF SCHOOLS, SOUTH BENGAL, FOR THE QUARTER ENDING 30TH APRIL 1857.

In accordance with the instructions contained in your letter No. 969, dated 12th May 1856, I have now the honor to submit a Report on the state and progress of Education in this District for the Quarter ending 30th April 1857.

2. During the period under review, the Krishnagore College has been frequently visited, and has invariably been found progressing in a satisfactory manner. The number of Students, however, has not increased in the manner which was anticipated on the completion of the new building, but on the contrary has, if any thing, decreased, and very few comparatively have been admitted during

the past year. This does not arise from any unpopularity that the College labours under, but because Krishnagore itself is not a large place, and supplies scarcely one-fifth of the Students, the rest all come from various parts of the District and reside in lodgings in the adjoining village. Besides, there is a large Missionary School in the compound adjoining, and another in the Bazar, superintended by some of the College Masters that give Education to the lower orders at a cheap rate, and thus diminish the numbers in the Junior School of the College Department.

There is no first or second class here, for of late years, when the Students have obtained, or competed for, Senior Scholarships, they disperse in all directions, the best of them going to Calcutta. There, I am sorry to say, they follow their studies without any fixed object, remaining for a few months in the general classes of the Presidency College, then trying the Law Department, then the Civil Engineering or Medical Colleges, and too often ending with losing their Scholarships.

Five of the best Students have competed for Senior Scholarships at the general Examination held in April, and from the style in which they answered some of the questions, they have very fair prospects of success. Whilst making this remark, let me observe that an unpleasant feeling has been created in the Mofussil Colleges by a passage in the Report upon the Honor and Scholarship Examinations of the last year, which is this—“The Presidency College has, however, distanced those of the Mofussil, both by reason of its own progress, and also, it may be feared, from deterioration on the part of the latter.” This is felt to be unjust, without adding, that each year the two best Junior Scholars of every Mofussil College, and the best from every Zillah School, are induced simply, by higher pay, to prosecute their studies at the Presidency College, and consequently the second best boys in the Mofussil are obliged two years afterwards to compete, not with Students educated at the Presidency, but with their own superior class-fellows, who have been transplanted there. Under such a system, and against such a

staff as is entertained at the Presidency, the heads of Mission Institutions labor under sufficient difficulties, without being depressed by disparaging remarks.

3. This College also has no classes of fourth or third-year

Students, and but one boy in his second  
Hooghly College.

year to try for a Senior Scholarship, whilst all the rest, to the number of seventy-one, have left during the last twelve months. This is to be attributed partly to a decrease in the number of Teachers, so that there were not sufficient left to conduct efficiently the College course of four years, but chiefly to the decidedly unsettled state of the minds of the Students upon Education. From the commencement of this Session, they never showed any interest in their reading, or made any exertions, for they had no intention of undergoing another general Examination. In the classes they were listless and inactive, and when out of them, they would oscillate between Calcutta and Hooghly. Seventeen of them are Teachers in the various English Aided Schools of this District; seven have gone out as writers; five have proceeded to the Presidency College; seven to that for Civil Engineers, and four have gone to the Medical College; whilst of the remaining thirty-four, no record is kept. It is very clear, however, that this College has sent forth to commence, on the active duties of life, a very large number of tolerably educated young men.

The Junior School Department is here particularly efficient, and notwithstanding the numberless Schools about where boys may be taught English chiefly, its classes are completely filled with pupils.

4. The Government English Schools at Howrah and Ootterparah are now more crowded with Students than they have ever been before, and it is not possible, in either of them, to find space for the many candidates who apply for admission. This is the case, although an English Aided School has been established at Sulkea, within one mile from the former, and which already has on its Rolls 285 in the English Department alone. About a dozen of the best boys in each of these Schools have been found fit to compete for Junior Scholarships.

## 5. The Annual Reports from the several Local Committees of

Bancoorah.  
Barrbhoom.  
Howrah.  
Ooterparah.  
Purulesh.  
Rajshahye.

Zillah Schools noted in the margin, which are herewith submitted, will show that most of them are being conducted in a highly satisfactory state, and I think there is sufficient internal evidence to prove

they are being well conducted, and from the amount of Schooling Fees collected, that they are really valued by the natives. Much satisfaction is expressed at the change which takes place after the 30th April 1857 in the mode of procuring Prize and Library Books, and it is anticipated that great advantages will arise from permitting the Local Committees and Inspectors to procure them in the cheapest and best markets.

6. The Normal School at Hooghly continues to be well conducted, and is, I am given to understand, fully carrying out the objects for which it was established. Indeed, the system there pursued is considered so excellent, that the Reverend Mr. Long, after spending two days "in seeing the Teachers instruct and examining the pupils," wrote very highly in its favor to the Lieutenant-Governor, and trusted at least two more on a similar plan would be established in Bengal this year. I was afraid some difficulty might hereafter be found in inducing the Students, when they have finished the course of training to accept of employment in Government or Aided Schools, as salaries of Rupees 15 a month, but the Superintendent assured me he had no fears on that point. They are nearly all the sons of poor village Pundits, and the course of study they pursue is not of that order which will qualify them to obtain salaries of any thing like the above amount elsewhere. After one year's training, the limited time they are permitted to remain in this Institution, each Student is expected to be able to read and write Bengalee; to know the outlines of Geography and Arithmetic generally, on the English plan; to have read some portions of the History of Bengal, and to have derived extended ideas on various subjects, by means of lectures and lessons on objects. During the eight months of its existence,



however, fifteen Students have withdrawn for reasons noted in the

Cause of leaving.		
	Died.	
3	To learn English.	
4	To read in the Hooghly College.	
5	Protracted ill health.	
6	Permanent affection of the eye.	
7	Fear on the death of No. 1.	
8	Ditto ditto ditto.	
9	Protracted ill health.	
10	Madness.	
11	To follow his profession of reading and acting the Ramayan &c. in Villages.	
12	Protracted ill health.	
13	To join the Medical College.	
14	Protracted ill health.	
15	Dismissed as idle.	
16	Cause not known.	

margin, and several have made applications to be transferred to the Medical College; but as their wishes were not granted they have discontinued doing so.

The statistics! Annual Return requires a little explanation. The daily attendance seems small in comparison with the total number, and that is because, in the earlier months of its establishment, it had very few names on the Rolls, and the total cost to Government of each pupil averaging nearly Rupees 16 a month, is in some measure owing to the extraordinary charges that have been incurred on its first establishment. The expenses in a School like this will probably always be greater than in ordinary Educational Establishments, because no Schooling Fees are likely ever to be paid, but on the contrary, the Students, whose ages vary from seventeen to thirty, have themselves to be supported all the time they remain. At some of the Zillah English Schools, where boys are brought up to the Junior Scholarship Standard, the expense to Government for each is not more than eight annas a month, whilst the expense of this exceeds that of Howrah, Midnapore, and Beerbhoom taken together, in which are upwards of 600 Students.

7. During this Quarter no additional Grants-in-aid have been made to private English Schools, but thirty-six of those which previously had obtained assistance from Government have been in full operation. Many of them, I feel certain, are being valued by the natives, as may be concluded from the column of Schooling Fees in the annual Statistical Report, where it will be seen the amounts

collected monthly are as great as were raised ten years ago at the Government Zillah Schools. Indeed, if they progress as they are now doing, and the expenses remain stationary, they will be entirely supported by these fees and the Government Grant, whilst the Managers will have to contribute nothing; in fact, they will be in all respects copies of the Zillah Schools. Accompanying this Report is a rough map, indicating the geographical positions of the Aided Schools. The names written in red ink are those of English, and in black of Vernacular Schools; and it will be seen that the great mass of the former, upwards of one-half, are not far from the banks of the Hooghly. Indeed, throughout the Hooghly district, excepting a small portion to the South, Schools of both kinds have been so numerously established, that I think the Grant-in-aid system has been carried as far as was ever intended, and I feel more disposed to improve and strengthen those already existing than to encourage applications for new ones.

In the more remote Districts of Moorsheadabad, Beerbhoom,

Rajshahye, and Mal-

dah, not a single

English School is

receiving assistance,

and there are but two

in each of the zillahs

of Burdwan and Mid-

napore; but the Tabu-

lar Statement in the

margin will best indi-

cate the Institutions

which have to be

visited by the Inspec-

tor and his Assistants

District.	Zillah Schools	Government Vernacular Schools.	Aided Eng- lish private Schools.	Aided Ver- nacular pri- vate Schools
Hooghly ..	1	0	16	4
Howrah ..	0	0	3	5
Burdwan ..	0	0	2	3
Nuddea ..	1	0	5	11
Bancoorah ..	0	1	5	11
Moorshe- dabad ..	1	0	0	2
Midnapore ..	0	1	0	5
Beerbhoom ..	0	1	0	1
Rajshahye ..	0	5	0	1
Maldah ..	0	0	0	0
Total ..	3	6	36	106

in this Division.

Of those visited by myself during this Quarter, I have been most pleased with the one at Bullaghur, for there the Managers



9. The Vernacular Schools, I regret to say, have not as yet succeeded so well as could have been wished, but they have had, and still have, great difficulties to contend against. The want of efficient Pandits to place at the head of them has been much felt, and this, together with the unwillingness of the inhabitants to contribute what they have promised towards their support, is a source of endless trouble at this Office. During the Quarter, seven have been abolished or discontinued, two because they seemed to have been originated for the sole purpose of giving annoyance to the Missionaries, and the others because the Managers had never been in earnest about them, and had no intention of performing their part of the contract, and several more, it is feared, will share the same fate. In too many cases Grants-in-aid have been made to persons who were never in earnest about having a School, but who, to benefit their friends, the Village Teachers, have consented to sign the applications, trusting either at once or before long to succeed in having them appointed to conduct these new Aided Institutions. This they effect by bringing every variety of charge against any strange Pandit sent to them, or they withhold his pay, or reduce his salary, or otherwise make the situation so disagreeable to him, that he is compelled to resign or solicit for a transfer on the score of ill health. When the Hooghly Normal School begins to supply Pandits, no doubt many of these abuses may disappear, and provided they can be induced to tell the truth and be honest, we might have a better insight into the working of the system; but as it now is, the real facts are only partially ascertained when the matters between the Managers and Pandits are brought to a crisis, and there is a mutual revealing of secrets.

10. In the more remote Districts of Maldah, Rajshahye, Midnapore and Moorshedabad, where but few Aided Schools are in existence, the sale of books by the Deputy Inspectors has amounted to 1,676 volumes, and though the price of each volume may, on an average,

not exceed four annas, yet I regard it as a good sign that a desire for a little reading is extending itself.

11. Of Public Libraries or Reading-rooms in the Mofussil, the one at Bancrood appears to have had the greatest success, and to have been kept up with the most spirit. The amount of subscriptions, which is the best test, reaches to Rupees 396-8-0 for the Quarter, the number of readers has been 76, and 209 books have been in requisition. At Barrampore, the subscriptions have been Rupees 224-12-0, the number of persons who have frequented the Library is 45, and 182 volumes have been read; but on glancing over the catalogue of the "donation in books," I must confess they are not of a very palatable kind, consisting entirely of Selections and Reports from Records of Government of India, Legislative Council, Fouzdary Financial Results, Commissioner's and Education Reports, &c.

The Burdwan Library has been used by 152 individuals, who have subscribed Rupees 116-8-0, and borrowed 385 books; but I regret to see the number of members at the close of the Quarter is reduced to ten.

At Midnapore, the Library is progressing very fairly, as also seems that at Nattera, though the members are no more than seven.

FROM THE REPORT MR. WM. ROBINSON, INSPECTOR OF SCHOOLS, NORTH-EAST BENGAL AND ASSAM, FOR THE QUARTER ENDING 31st APRIL 1857.

2. As the Annual Reports of the English Zillah Schools, brought down to the same period, have but lately been submitted, and contain a pretty full account of the condition and prospects of the several Schools, it will be unnecessary for me to dwell at any length on this division of my subject.

3. The subjoined Tabular Statement will perhaps be useful in presenting at one view the number of Schools of this denomination in the Circle of my inspection, and the number of pupils attached to each at the close of the Quarter :—

<i>Schools.</i>	<i>No. of Pupils on the Rolls.</i>	<i>Average daily attendance.</i>
Sylhet School... ..	179	149
Dinagapore School .. ..	143	102
Bograh School .. ....	85	68
Mymensing School ... ..	195	167
Gowhattee School... ..	53	38
Sibsagar School... ..	77	60
Darjeeling School .....	28	24
Total ..	765	618

4. The Local Committees have held their meetings with great regularity, and individual members have continued as usual to visit the Schools in routine. The several Masters have, during the Quarter, been diligently occupied, and have given general satisfaction. Mr. L. Ingels, the Head-Master of the Sibsaagar School, Baboo Bhugwan Chunder Bose of the Mymensing School, Baboo Oomachurn Das of the Sylhet School, and Baboo Bhaggoobutty Churn Ghose of the Bogra School, merit particular mention for the high estimation in which their services are held.

5. No change has yet been made in the course of study, that obtains in the Schools, though a change has long been felt to be absolutely necessary. It is to be hoped that the result of the deliberations of the Committee constituted for the purpose of revising the whole

course of instruction, will enable us before long to introduce changes in the system of tuition and in the internal economy of the Schools, that will tend greatly to the improvement of these Institutions, and make them what they ought doubtless to be, places where our pupils may be rationally *educated and trained*, and whence they may go forth to become useful members of Society.

6. There are two English Schools in this Division aided by Government, viz., the Schools at Gawalparah and Serajunge. In the Gawalparah School, there were, at the end of the Quarter, 176 pupils, or 27 more than there were at the same time last year. Of this number forty-one receive instruction in English and Bengalee, and 135 in Bengalee alone. Under the zealous superintendence of the Head Master, Mr. W. H. Brownlow, and the support given him by Captain Agnew and the other members of the Committee, the pupils have made steady and creditable progress.

7. The School at Serajunge, I am happy to report, has improved considerably since a Vernacular Department was attached to it. It now numbers eighty-eight pupils, and the attendance is improving every month. The Masters have been diligent in the discharge of their duties, and the members of the Committee unremitting in their attention to the interests of the School.

8. Of private English Schools, there are two at Sylhet and one at Bunglepore. From the Bunglepore School, I regret to state no Returns have been received during the Quarter, and I am at a loss to account for the omission. I had an opportunity of visiting it in the months of February and March, and was gratified with the improvement made by the pupils, who then numbered 101.

The Schools at Sylhet, under the management of the Reverend Mr. Pryse, continue to be well reported on, and I believe are doing a great amount of good. At the Sheikghat School, there

were 108 pupils at the end of the Quarter, and at the Bunder Bazar 80.

9. The Schools that come under this denomination are those in which English is taught as a language only, and all other subjects are taught in the Vernacular. The following Tabular Statement will show the number of this class of Schools in the Division. Only four of them have as yet received aid from Government :—

<i>Names of Schools.</i>	<i>District.</i>	<i>No. of Pupils.</i>	
Sannamgunge... ..	Sylhet	40	} Aided by Government.
Hingaziah .. .. .	Ditto	48	
Baniachong .. .. .	Ditto	54	
Azmerigunge .. .. .	Ditto	26	
Luskerpoor .. .. .	Ditto	28	
Gopalpore .. .. .	Rangpore	42	} Aided by Government.
Horidebpore .. .. .	Ditto	50	
Tushbunder .. .. .	Ditto	28	
Ramnager .. .. .	Dinagapore	65	
Nisehintapora .. .. .	Ditto	40	
Jamalpore .. .. .	Mynonsing	67	
Sherapore .. .. .	Ditto	66	
Haibutnugger.. .. .	Ditto	50	
Two in Kagnary.. .. .	Ditto	70	

These Schools have all been reported on favorably by the Deputy Inspectors. Those in Rangpore and Dinagapore are the only ones I have been able personally to inspect during the Quarter.

10. Regarding the Normal School at Gowhatty I have no particular remarks to make. Of the thirty-six stipends allowed to the School, only twenty-five were held at the end of the Quarter. The Pandit has continued to discharge his duties faithfully, and his pupils have made satisfactory progress. In order effectually to check the

Normal School.



irregularity of attendance, which a few months back prevailed to a great extent, all absences are now fined, and I trust the advantage of this measure will ere long be apparent.

11. The Vernacular Schools in the Division, which I look upon as decidedly the most important means for benefitting the masses, I am happy to report, are, with a very few exceptions, making satisfactory improvement. It is in Assam, however, where we have the greatest difficulties to contend against, and these have their source chiefly in the extreme apathy of the people. The Districts of Rungpore and Dinagapore, considered as backward in point of Education as any District in Assam, appear rapidly to fall in with the progress of events, and Elementary Schools, more numerous than the most sanguine could have expected to see, have been established there, and continue to be maintained chiefly by the people themselves. In Assam, on the contrary, the people have so long looked to Government to do everything for them, that they cannot yet familiarize themselves with the idea that they can do anything for themselves. The introduction of Schooling Fees into all the Government Schools in the Province will, I am disposed to think, be productive of much good. The measure will doubtless lead to a good many withdrawals at first, but as the fee we propose to levy is very small, we do not expect that a single boy who attaches the least value to the instruction he receives, will be able to plead poverty as an excuse for leaving school. Those only will be likely to leave the Schools, who are utterly indifferent whether they receive any instruction or not. But on the other hand, even those who are most anxious for instruction, will, I presume, be led to attach a greater value to it, when they have to pay for it, even though the payment be but a trifle. And when once a certain amount of value, however small, is attached to Education, it will not be long, I trust, before we may effect an improvement in the quality of the instruction imparted.

12. The Education given at present in the generality of our Village Schools is confined to instruction in Reading and Writing

and Arithmetic. In the better Schools are added instruction in land measurement, and a smattering of Grammar and Geography. The total amount is small enough, but to the peasantry it doubtless has its advantages. The mind of the child ere it can, at a glance see, and unite together all the letters that compose a word and all the words that compose a sentence, must doubtless have gone through a course of not unwholesome discipline. For the mere learning to read, independent of the information reading conveys, is beneficial to the mind's growth, inasmuch as it determines the will by other than sensual impulses, and gives it power over the attention. To the grown-up man, such an advantage would be but trifling, for such power over self the ordinary commerce with the world will certainly give to every individual who is not an idiot. The child, however, is wholly occupied with sensible impressions, and it is perhaps, in his struggles over his Primer, that he takes his first step out of the world of sense—the first step in moral education. But as soon as the child has learnt to associate certain words with certain signs, the will is very apt to sleep, the thoughts to wander, and reading then becomes a merely mechanical process. To guard against this, we ought to have a series of elementary books, written in language adapted to the comprehension of the ordinary village boys, filled with such matter as will be interesting to them, and at the same time give them food for thought, otherwise the education they receive will continue to be most incomplete. I have known many who, from not having acquired any taste for reading, and not finding any thing to interest them in their books, have lost all the little learning they once possessed, and if they do retain their ability to read, derive from reading, about the same mental advantage, that did the learned pig. Indeed, mental advantage from reading they have never experienced, and it cannot be wondered at, that in their eyes it is a useless accomplishment, except in those rare cases in which it leads to employment under Government and a command of the good things of life.

13. The Vernacular Village Schools in Assam have, generally speaking, continued to be pretty well attended during the Quarter, and the reports made by the Deputy Inspectors are favorable.

Government Vernacular  
Schools in Assam.

14. The Model Vernacular Schools in the Districts of Rungpore, Dinagepore, and Bograh, are with only one or two exceptions progressing satisfactorily. The Teachers have been attentive and the attendance of the pupils has been very good.

Model Vernacular  
Schools.

15. Of private Vernacular Schools we have —

Private Vernacular  
Schools.

*Aggregate No. of Pupils.*

3	in	Zillah	Luckhimpore	..	..	..	82
28	„	do.	Sibsagar..	..	..	1,233	
1	„	do.	Newgong	..	..	43	
2	„	do.	Durrung	..	..	84	
6	„	do.	Kamroop	..	..	236	
40	„	do.	Rungpore	..	..	1,035	
14	„	do.	Dinagepore..	..	..	294	
27	„	do.	Mymensing	..	..	908	
8	„	do.	Bograh	..	..	152	
6	„	do.	Sylhet	..	..	150	

16. The Deputy Inspectors, I am happy to report, have all been very busily engaged during the Quarter, and have, without exception, given me great satisfaction by their diligence, zeal and attention to their duties.

Deputy Inspectors.

17. The Deputy Inspector in Rungpore, Baboo Horokali Mookherjee, has been very zealous also in his capacity of Agent to the Calcutta School Book Society. Sub-Agencies, he reports, have been established in various parts of the District, and the sum realized from sales effected by them amounted to upwards of Rupees 1,300.

Rungpore Book Agency.

REPLIES OF THE INSPECTORS OF SCHOOLS, SOUTH BENGAL, EAST BENGAL, AND N.E. BENGAL, TO A LETTER FROM THE DIRECTOR OF PUBLIC INSTRUCTION, DATED 12th MAY 1886 REQUESTING THEM TO REPORT ON THE SUFFICIENCY OR OTHERWISE OF THE MEASURES IN OPERATION FOR PROMOTING POPULAR EDUCATION.

FROM

THE INSPECTOR OF SCHOOLS, SOUTH BENGAL,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Calcutta, 15th September 1886.*

SIR,

I HAVE the honor to acknowledge the receipt of your letter No. 1124, dated the 23rd March, in which you call for a Special Report setting forth what has been done in this Division towards the diffusion of Education among the masses; the success which has attended the measures adopted, and the further measures necessary for the attainment of the object in view. I now beg to submit the Report in question, which, with your permission, was for a short time delayed, in order that, by being brought down to a later date, it might in some respects be more complete. I must, however, premise that I have not thought it necessary to go into much detail of information upon every point that has been furnished again and again in my Monthly Narratives and Quarterly Reports the latter of which moreover have been printed for general circulation.

2. My Division comprises the following Districts:—

1. Hooghly (including Howrah.)
2. Nuddea.
3. Burdwan.
4. Benecoorah.
5. Midnapore.
6. Moorshedabad.

7. Rajshahye.
8. Maldah.
9. Beerbhoom, and
10. The Province of Cuttack.

8. In Hooghly and Nuddea, operations were commenced twelve months ago.\* In the former District there are twenty-one Thannahs (including those in Howrah.) In six of these, nearly every town or large village of size and importance has been visited by the Sub-Inspector, and the inhabitants carefully informed of the nature of the Government measures, and of the benefits, present and future, to be derived from improved Schools; being at the same time earnestly invited to make the required guarantee, from Schooling Fees and Private Funds, of half the expenses necessary for their establishment. Every where inducements have been held out to the Pundits and Indigenous Teacher-Class to qualify themselves for appointment to the new Schools; promises made of Prizes to meritorious Students and Teachers in the Aided Schools; of Scholarships tenable in the Bengali Class of the Medical College, in the Hooghly Branch School, and in the Normal School for Village Teachers recently opened at Hooghly. Further details regarding the mode in which our "Agitation" is conducted will be found in the foot note.†

\* I. e., about the 1st September 1855, or about four months after the commencement of operations in the Behar Division, and two months after proceedings had been commenced in Eastern Bengal.

† The nature of the instructions given to my Sub-Inspectors may be briefly described as follows: Each Officer is furnished with a list, obtained through the local Officers, of the Indigenous Schools at present existing in his District, and he is instructed to visit these in the first instance where there appears to be the largest number of Scholars. He then endeavours to ascertain the qualifications of the Teachers, the resources of the Schools, &c., calling together the principal people of the village, with the view of explaining to them the Grant-in-aid Rules and the advantages of adopting a higher standard of Education, special attention being of course called to the Notification of the 9th July last. They are invited to come forward and guarantee the payment of a fixed amount from Schooling Fees and Subscriptions, and to consent to the appointment of a qualified Teacher, on condition of receiving a Grant of similar amount from Government,

4. Besides the six Thannaks in the District of Hooghly thus thoroughly visited, five others have been partially explored, and, in all, about 270 large villages and towns (containing besides Prizes to both Teachers and pupils, and Scholarships for the latter to be held at some higher School. If, for instance, the people of a village guarantee the payment of Rupees 10 a month, then with the Grant-in-aid, there is an income of Rupees 20—Rupees 15 of which I assign to the ~~new~~ Teacher, and Rupees 5 to such one of the "Guoromohashays" of the village as may be found qualified to teach the younger boys. Where a larger sum can be raised, the Guoromohashay or the Head Teacher gets something more, and a sum is put by for contingencies. The inhabitants either nominate the Teacher, or they request me to select one. In the former case, I examine their meeting in the subjects

Reading and Explanation of a few hard ones in the Bala Diction or some work of equal difficulty; Derivation of words; Writing from dictation; Arithmetic on the English system; Memorisation of a few Questions in Arithmetic; and the History of Bengal.

noted in the margin, or I appoint a Teacher from among the candidates, who have from time to time presented themselves for examination, and have been registered by me as being qualified for such employment.

Where there are several small Schools in the village, all near one another, the proprietors and principal inhabitants are advised to combine and form a "Co-mandite" for the management of one good School. Where the Schools are more distant, but no one of them is alone able to guarantee the required amount, it is recommended that one superior Teacher should be engaged, who shall share his time equally between the Schools, each of course paying a separate Guoromohashay to teach the younger boys and keep the others to their work, during the absence of the Head Pandit.

Due care is taken to provide for such of the Guoromohashays as possess any qualification at all, the usual rewards if their pupils make satisfactory progress and they are urged to read the books necessary to qualify them for the post of Head Teacher. The inhabitants are required to provide School accommodation as one of the conditions of receiving the Grant, and to allow the Inspector and

Sub-Inspectors to visit the Aided Schools, with a view of supervising and aiding the Masters. A course of instruction has been laid down for all such Schools and certain Text books<sup>4</sup> in each subject recommended for adoption, but others are allowed, if found nearly as well adapted to the purpose. It will be seen that this course is nearly the same as that which forms the text of

Reading	{	Borne Part of
Writing	{	his work in
Explanation of	{	Nirukta
Meaning	{	Amulyahy
Derivations	{	Savak underlay
	{	Charu Path
Arithmetic	{	Harisharonanka in Chat-
	{	trisea for meter
Measurement	{	4th part of Gromanka and
	{	2nd part of Gonlekar
Geography	{	Pearce's Bengal History,
	{	or K. M. Banerjee's ditto.
Physical ditto	{	Reverend Sir Mitter's work
Astronomy	{	1st Chapter of Pearce's
	{	Geography
History	{	Jahin Chander Surma's
	{	Bengali Itihas.

Examination for the candidates for Village Teacherships.

nearly 400 Indigenous Schools or Patshallas) have been visited. It must be borne in mind, that places where the people show any disposition for an improved School, have to be visited again and again. Fresh objections and difficulties are perpetually being raised, which the Sub-Inspector can only remove by personal interviews, arguments, discussions, and talk; he has to help the inhabitants to collect the subscriptions, to register the names of the parents who undertake to send their children, to assist in drawing up the application, in filling up the necessary statements, and in getting the signatures of those who guarantee the total amount; and as soon as an Aided School is established, the Sub-Inspector must return to the locality to see that proper arrangements have been made, and to advise and instruct the Teachers, while of course the village must from that time forth be constantly and periodically visited to ensure the efficient working of the new School. When due consideration is given to all this and to the fact of the great distances and half-impassable country that separates the different places, it will be seen that a greater extent of area could not have been explored. In Districts such as Bancoorah, more area has perhaps been travelled over, because populous places are much less numerous and scattered than in such Districts as Hooghly and Nudda.

5. The following is the result of the work now briefly described, as far as this can be shown by the total number of Schools established and actually opened up to the 1st of September:—

HOOGHLY (INCLUDING HOWRAH.)

Aided Vernacular Schools (including those which are attached to the Aided Anglo-Vernacular Schools) . . . . .		45
Aided Anglo-Vernacular Schools . . . . .		24
Total . . . . .		69

It must be remembered that but for the special circumstance of Baboo Joykissen and Rajkissen Mookerjee having opened

twenty-four of these Schools, the result would have been much less satisfactory.

6. In Nuddea, the same operations have been carried on (more or less thoroughly) in nine Thannahs out of a total of sixteen; and large villages and towns visited to the number of 160, containing about 190 indigenous Patahallas. The visible results are as follows :—

Aided Vernacular Schools	10
Aided Anglo-Vernacular Schools	5
Total	15

7. In Burdwan, a Sub-Inspector has been at work ten months. Out of thirteen Thannahs, the towns and large villages in eight have been more or less thoroughly visited, (in all 110 places and 170 Schools), with the following results :—

Aided Vernacular Schools	16
Aided Anglo-Vernacular Schools	2
Total	18

8. In Midnapore, a Sub-Inspector has been at work about nine months. Out of twenty-four Thannahs, about six only have been visited, but many of the remaining Thannahs are scantily populated and covered with jungle. About 175 places and 160 Schools were visited. The state of things in Midnapore, as compared with the other Districts under notice, is conclusively shown from this little fact alone. In all the others, the Patahallas visited considerably out-number the places, because many have more than one Patahalla; but in Midnapore, many of the places visited had none at all. The following are the results :—

Aided Vernacular Schools	7
Aided Anglo-Vernacular Schools	1
Total	8



9. In Bancoorah, a Sub-Inspector has been at work about nine months, and he has visited the greater part of the principal villages in the whole of the twelve Thanauchs comprised in that District—in all about 215 places and 390 Patahallas, with the following result—

Aided Vernacular Schools . . . . . 10

Aided Anglo-Vernacular Schools . . . . . 4

Total . . . . . 14

10. The above are the only Districts in which our operations can properly be said to have made any tangible progress. The difficulty of obtaining the services of qualified Sub-Inspectors for the other Districts of my Division, and the necessity of instructing each of these Officers in his duties *on the spot*—and personally instead of by mere writing—delayed the commencement of operations in Moorsheedabad until May last, and in Rajshahye until July; while for Malda, I have only just appointed a Sub-Inspector. Beerbhoom will be entered on at the end of the coming Holidays. Cuttack, for reasons fully explained in other Reports, has not yet been entered on at all.

11. It should perhaps be mentioned here, that for all the Vernacular Schools I have, from the outset, drawn up and printed Rules\* for their guidance, as well as a complete course of instruction, adding from time to time such printed Circulars as appeared to be called for. To all, an establishment has been assigned, consisting of a Head Teacher at not less than Rupees 15, and one or more Assistants at not less than Rupees 3 or 6 each per mensem; the Head Teachers being invariably selected either from Pundit Eshwur Chunder Vydyasagar's Normal School, or after examination by myself in the Course of studies above alluded to. Pundits and persons of the Teacher-Class have been supplied with printed

\* These Rules have reference not only to matters of organization and discipline, but to the mode of instruction to be followed.

## INSTRUCTION REPORTS.

copies of the Coma, and urged to qualify themselves. Out of the scores of candidates calling themselves Pandits, and who are month after month coming to me for examination, scarcely 25 per cent. can be appointed even on the condition of qualifying themselves in course of time. The candidates are of two classes—the old Pandit class and the dregs of English Schools. The former know nothing but the Vernacular language, and the latter are quite unable to teach that language correctly.

12. In October last, I pointed out the urgent necessity of establishing a superior Normal School for the training of Village School-masters, but, from various causes, the proposal was not carried out until August last.\* The great drawback to the success of our new Schools has been the want of qualified Teachers, and to such an extent, that I have at this moment in my hands the Government sanction for several Aided Schools, which cannot be opened, because I have not yet found suitable Teachers for them. The projectors of these Schools seldom attempt to find the Teachers, now that they are aware of the standard of qualification which I require. This serious difficulty cannot be overcome, until our Normal Schools have been at work sufficiently long to supply qualified men.

13. A Half-yearly Examination has recently been held in the several Aided Schools established more than six months, and Prizes distributed to deserving Students.

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\* Notices were issued in July throughout the five Districts referred to in the preceding paragraphs, inviting candidates for admission to the Normal School

Bengali, Writing from Dictation; Reading; Grammar; Etymology; Explanation of Passages; Arithmetic, Land Measurement.

to appear at Hooghly for examination in the subjects noted in the margin, and they were informed that a stipend of Rupees 3 per mensem for one year would be given to those who passed, and ultimately

Teacherships in the Aided Village Schools of not less than Rupees 15 per mensem, on condition of their complying with certain specified stipulations as to age, character, conduct, and progress in study, and on the understanding that they should bind themselves to serve as Teachers in the Aided Schools for not less than three years. They were at the same time informed that they would, as far as possible, be employed in the Districts of which they were Natives.

14. In June, eight Scholarships tenable in the Bengali class of the Medical College were awarded\* to the best pupils of the Government and Aided Vernacular Schools in Hooghly, Moorshabad, Naddea, and Burdwan.

15. More recently, an Examination has been held at Hooghly of candidates from the Aided Schools of that District, for ten Scholarships tenable either, at the option of the successful competitors in the Normal School, or in the Hooghly Branch School†.

16. Among other means of promoting the cause of Education, and of awakening a sense of its importance, may be mentioned the establishment of subordinate Book Agencies and of Book-shops in all the principal Towns, which important object is being carried out vigorously; also, the establishment and improvement of

\* The Head Teacher of each School was directed to send to the Sudder Section of the District such of the students as were the most advanced, and the two Students of each District who passed the best Examination were selected for the Scholarship (to which a stipend of 5 Rupees a month was attached).

† According to the scheme recommended by me last year, and subsequently sanctioned with some modifications, viz., its restriction at present to four Districts; the restriction of the Scholarships in each District to ten;—the stipends in both Normal and Zillah School being alike fixed at Rupees 4 a month; and being drawn for only four years in this Zillah School. The scheme was as follows:—

(I.) An Examination to take place annually, at a central point in each District, to which all the Students of Aided and Government Schools in that District shall be admitted.

(II.) The Examination to be in the subjects and books which I have specified in previous letters as the complete course of Vernacular Schools.

(III.) A number of Scholarships to be assigned to each District, equal to the number of Aided and Government Schools, for instance, if there are thirty Schools, that number of Scholarships will be assigned to the thirty boys who obtain the highest number of marks above the minimum fixed as the standard.

(IV.) The Scholarship-holder to receive a stipend of Rupees 4 a month for one year if he goes to a Zillah School; of Rupees 3 a month if he goes to the Normal School. In the former case, he will have to pay a fee of one Rupee (or two Rupees in the higher classes); in the latter no fee at all; while in both cases, he will require the means of living at a distance from his house and money for books, &c.

The Scholarships to be renewed every year on condition of the Student making the required progress.

**Public Libraries and Reading Rooms.** There is not one Reading Room now in my Division, (with the exception of those in the Ottawa Province,) which is without one of these useful centers of enlightenment. Also, the circulation of pamphlets and addresses on the advantages of popular Education, which may be expected to accrue both to individuals and to the nation at large;—including the publication of a cheap weekly Newspaper, the "*Education Gazette*,"—which, for merely the cost of the postage, places within the reach of its readers full information regarding new Schools, Education appointments, Articles on Literature, Science and the Arts, Biography, and other kindred subjects.

17. The general nature of our operations is now described, and it should not therefore be supposed that our labours have been light. Not a week has passed but we have communicated with scores of persons,—either orally or in writing,—with a view to the promotion of Schools,—again and again answering the same objections,—fighting with every variety of prejudice and misconception,—urging every possible argument,—replying to references and enquiries on every possible subject, however important or however insignificant, whether as to the best mode of teaching to think, or of thrashing the roof of a School-house.

18. Yet with all our exertions, what is the actual tangible result? In five Districts, containing an aggregate population of nearly six million souls, somewhat less than half the principal places have been visited and "agitated," in number about nine hundred and thirty (930); and of these, only one hundred and twenty-four (124,) or little more than 13 per cent., have responded to our call!

19. As, in respect to the state of popular feeling on the subject of Education, the classes whom our measures have reached, and the general results of our operations, the story is nearly the same every where. I shall not speak of each District separately, but generally of the five Districts where we have been at work sufficiently long to render any definite conclusions possible.

20. As to the feeling with which our measures are regarded, I am obliged to say that the immense majority of the population regard them with supreme indifference, because the majority, viz. the Ryots, are too poor even to pay the Gooroomahoy his quarter of a seer of rice per month, or to deprive themselves of the labour of their children in tending cattle, in tillage or rope-making; while in their present condition, they are quite unable to see any possible benefit from teaching them to read and write. On this subject, I quote at foot\* an Extract from a Report by the Managers of the Jooye Training School on the subject of a Vernacular School which they have just established for the poorer classes.

21. The class next above the Ryots, that of the petty shopkeepers and traders, are satisfied with what the Gooroomahoy teaches, can see no use in their children learning Bengali, Geography, or the History of Bengal, and are besides this unable to pay the higher rate of fees levied in an Aided School, or, if able to do so, not to take the further step necessary for its establishment, that of guaranteeing for a fixed period, that a certain sum shall be collected every month, partly from fees and partly from subscriptions. Suppose it is desired to establish an Aided Vernacular School of the very smallest establishment

* Head Teacher ... Rs. 15	consistent with efficiency, i. e., one post-
Assistant ditto... " 5	ing Rupees 20* a month, and say there
Total .. 20	are seventy pupils paying six pice a head
	on the average, which is really more in

\* But there is a class, whose deplorable condition (an adequate idea of which cannot sufficiently be conveyed) cannot fail to call forth sympathetic feelings even in the most stern hearts—a class whose children are brought up in utter ignorance and its concomitant evils—a class who cannot speak for themselves and passively submit to all the hardships and distresses arising from ignorance and poverty. This class consists of a numerous body of men who subsist by the labour of their hands. Unhappily there does not exist sufficient means of education for this great mass. Their low social status, and their extreme poverty, do not permit them to educate their children in the indigenous Schools or Pathshallas existing in the villages, which are mostly (if not entirely) reserved to by the children only of those who do not derive their livelihood by manual labour.

amount than they generally pay to the Government-schools.\* Then, we have an income of about Rupees 6-8 a month, leaving Rupees 2-3 to be provided from subscriptions, in order to make up the moiety of the expense, Government giving the other half. To expect a people, who see little or no superiority in these improved Schools over the indigenous Patahallas, to give that sum of money every month, unaccustomed as they are to combination, divided by perpetual party squabbles, and barely able to afford any of the comforts of life, is to expect an impossibility.

22. Next, in the social scale, are the better class of shop-keepers, business, money-lenders, petty talookdars, lakhtapdars, &c. I cannot say that, as a rule, this class have a more intelligent appreciation of the advantages of Education than the others, but where they have, it is the tangible and material advantages of English Education that they appreciate, because they have an indistinct idea that the pupils of English Schools, conducted no matter how cheaply and inefficiently, all succeed in rising in the world and in obtaining what is the highest pinnacle of Bengali ambition--employment under Government. The more intelligent of this class, therefore, are willing to make some little sacrifice for the establishment of an English School, however elementary, but will not move a finger to aid in the establishment of a Vernacular School, however efficient or well conducted.†

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\* Because the latter receives his remuneration partly in kind, and at irregular intervals, whereas I insist upon the payments being made regularly, and of course in hard cash.

† They do not understand that, with the increased number of young men instructed in the English language, the standard of qualification demanded by every employer is constantly rising--moreover, there are now a vast number of young men taught at inferior English Schools, or, in consequence of poverty, for a year or two only in some good School, and this circumstance, taken in conjunction with the other just mentioned, must lead to the existence of a considerable class of persons, who, while unwilling to follow the humbler calling of their parents, are not qualified for occupation of the kind they aim at. The multiplication of Elementary English Schools for poor boys is, I think, therefore, an evil to be avoided, while on the other hand, the expenditure

23. I need not say much regarding the class who form the apex of native society, the zemindar class. Those of the old régime have a Pundit as private tutor for their children, from whom they learn a little writing, native accounts, and a few Sanskrit Slokes; while those of the new régime send their children to the Zillah School and College. If this class, however, had any proper sense of their duties and responsibilities, they might be most important agents in promoting the establishment of improved Vernacular Schools among the poorer classes, who, if their landlords wished it, would soon acquire the habit of attending such Schools when established. But the zemindar class is as yet in most Districts profoundly indifferent to the mental and moral well being of their humbler brethren; while in some cases they are actually opposed to any improved means of popular education, as tending to weaken their authority. This is more especially the case in Midnapore and Bancoorah, where hardly a zemindar has shown the least inclination to aid us.

24. It is with reference to the importance of enlisting the aid of this powerful class, that I some time ago represented the necessity of issuing orders to the Officials at every Sudder Station to place themselves in constant communication with the landholders of their District, with a view to induce them to aid in the establishment of Schools. Men of this class must be made to know that the Government and all the European Officers of Government regard it as a disgraceful act in a zemindar to be indifferent or inactive in this cause. At present, there are very many places where Aided Schools might be established, but for the want of two or three Rupees more to make up the required amount, but which the zemindars will do nothing towards supplying.

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regulate for the establishment of such Schools would be sufficient for twice the number of good Vernacular Schools, where the village youth was yet not only a knowledge of reading, writing, and accounts, but much other useful knowledge besides. Nevertheless, by adhering to this rule, we lose the opportunity of forming numberless Schools, where, if bribed with a little English, they would not object to learn other things than that language included.

24. I have now spoken of the chief obstacles to our progress, viz. the absolute inability of the majority, the peasant class, to pay Schooling Fees, and much less Subscriptions; the unwillingness of the next largest section to pay a single pie in the shape of subscriptions for that purpose, though willing to pay a moderate fee, and the contempt felt by the remaining classes for Vernacular Schools in any shape. These are the chief causes, indifference to education and poverty. There are other minor causes of obstruction at work, but of less general prevalence, such as a notion that these educational proceedings are connected with a concealed effort at proselytism to Christianity, or that they will be followed by increased taxation, the opposition of the Goomahashoys, whose rice is endangered by the establishment of the new Schools, and of the Zemindars, who are shrewd enough to see that Ryots who can understand their rights are not so likely to be submissive in allowing those rights to be trampled on.

25. How then, under such a state of feeling, have we been able to establish any Aided Schools at all, may possibly be asked. Almost in every case, by the energy and self-sacrifice of one or two individuals of superior intelligence and education, who happen to be connected with the village where the School is established, a Deputy Collector, a Sudder Ameen, a Calcutta Clerk, and so on, while the people and the zemindars have passively looked on.

This explains why so much more has been done in Hooghly than any where else. In many of the Thannah Divisions of that District, there is hardly a place of any size which is not the home of some successful and intelligent Bahoo, who is employed as a Clerk, Banian, or Merchant in the Metropolis, by whom the advantages of Education are daily felt in his own person, while his College studies and Calcutta civilization have implanted in him some consciousness of the duty to extend those advantages to his fellow villagers. His College Education has, at all events, done something—it has called forth these right feelings and the disposition to carry them out into practice. Hooghly, therefore, is an exceptional case, and the comparatively fair success which



has attended our measures there, is in no wise to be taken as a test of the probable success which may be expected in other Districts.

27. In Hooghly we shall soon have a hundred Aided Schools, but I do not believe we shall, during the next twelve months, be able to establish more than twenty Schools in Midnapore, or more than thirty in each of the Districts of Bancoorah, Nuddea, and Burdwan; while in Beerbhoom, Moorsshedabad, and Rajshahye, probably not more than half that number will be reached.

28. I do not see how it is possible for Government, with these facts before them, to come to any other conclusion than that their measures have failed; that the education and elevation of the mass of the population cannot possibly be effected so long as Government limits its assistance by the terms and conditions laid down in the Grant-in-aid Rules.

It appears to me that such Rules are out of place in a country where the value of Education is utterly unfelt by the mass of the people; for the Rules presume the highest appreciation of the value of Education, based as they are on the supposition that the people of this country are so desirous of an improved description of instruction, that they will actually pay not only Schooling Fees, but contributions from their private resources. Why this would be too much to expect in scores of places in England, with a civilization which has been ever steadily growing for centuries, and where the people are blessed with all the advantages that race and religion can confer.

29. On the other hand, some allowance must be made for the short time during which our work has been going on; for the reluctance which the people in the interior naturally have at first towards any thing so new and strange; and for their present disbelief of the promises that are held out of Scholarships and rewards;\* allowance must be made, too, for the fact that until

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\* These latter having only come fairly into effect in one or two Districts in this very month (for it was impossible to carry them out in Schools established less than six months.)

the people actually see the July Illustration regarding the non-employment of persons unable to write and read carried into effect, they will not believe it.

It would of course be absurd to expect that by a few months' preaching, the inhabitants of a country such as this should all at once be convinced of the value of Education, or of the practical utility of Schools established only six months ago. These things must sink into the minds of the people, and become a part of them; they must be habituated to take an interest in Schools; they must learn by experience that our measures will really produce the fruits we tell them of; and to do this is the work of years, not months.

30. Nevertheless, after giving all these considerations their due weight, the facts and arguments which I have referred to in the preceding paragraphs will, I think, show that we cannot expect that the *mass* of the people can at present be reached by the measures hitherto promulgated.

31. What then should be substituted? How should these measures be modified in order to attain the great object of promoting the general education of all classes?

In the first place, it appears to me absolutely necessary to modify or withdraw the conditions upon which Government have made the establishment of Schools depend. At present, for the establishment of a Vernacular School, the people are required, not only to provide a School-house, but half the expenses from both fees and subscriptions. My recommendation is, that wherever the Inspector, after proper enquiry, is satisfied that the people of a village are really unable to comply with these conditions, they should be asked to contribute,—in some cases only one-third, and in others only one-fourth of the expense, according to circumstances; and that in villages consisting wholly of the laboring or agricultural class, properly so called, no conditions should be insisted on whatever, save that they should provide a School-house. The villages in which these *Free Schools* should be established are those where, from the poverty of the inhabitants, no *Patsallas*

whatever is found to be in existence. Where a Patsalla is found, there must be the power to pay, and the habit of paying something for Education; and in such cases the privilege of having a Free School should be withheld. I think that this would afford a fair line of distinction between the two cases.

52. Before proceeding to indicate any system by which it should be determined in each case how far the Grant-in-aid Rules should be modified, it is necessary to advert to the fact that there is a material difference between the actual *wording* of the Rules and their *application* in practice.

Read literally, no Grant-in-aid can be given in excess of the amount actually subscribed from private sources, or in other words, no amount raised by the inhabitants from Schooling Fees shall be considered in any degree to entitle them to a Grant. But in practice, the Schooling Fees have been treated as sums raised from private sources; for if this construction had not been allowed, I am quite sure that I should not have been able to establish a single Vernacular School any where.

I hear that the propriety of this construction of the Rules has been called in question. I therefore take the opportunity of saying distinctly, that if the Government wish for Vernacular Schools, more must not be required than that the people shall raise a certain fixed portion of the amount, without specifying what that amount shall consist of. If the whole is raised by fees, let it be so, if not, the deficiency has to be made up by private subscriptions. I speak with perfect conviction of the literal accuracy of what I am saying, when I state that if any terms less liberal than these are insisted on, every Vernacular School now opened will be closed before a month is over, and the cause of Education will be thrown back most seriously. The people do not want Vernacular Schools, however good, and will not therefore make any sacrifice for their establishment.

53. Besides altering the words of the present Grant-in-aid Rules, so as to make them agree with the construction which in practice has been put upon them, I consider further modification

in certain cases essentially necessary to bring Education within reach of the masses.

Taking the test which I spoke of in the 31st para., I would adopt the following Rules :—

I. Whenever a place has, on every square mile of its area, one or more Patahallas, where in the aggregate Schooling Fees in cash are at present collected equal to eight Rupees a month, then the Grant-in-aid Rules shall be in force—that is to say, at least *half* the expenses of the School must be raised by the inhabitants themselves either from fees or subscriptions; or both, as they choose; but they must guarantee the regular monthly collection of that amount.

II. In places where, within a square mile of area, there are on the average one or more Patahallas raising altogether five Rupees a month and upwards in cash, but less than eight, a Grant shall be allowed for the School, on the condition that at least *one-third* of its monthly cost is guaranteed in the same way.

III. In places having one or more Patahallas, which, in the aggregate, raise less than five Rupees a month in cash, it shall be sufficient for the projectors to guarantee *one-fourth* of the monthly expenses.

IV. In all cases where a village has *no Patahallas at all*, or if there are any, the *poor* are paid in *kind* (clothes, food, &c.), the Government shall establish a Free School, on the condition that the inhabitants provide a School-house, and that an attendance of at least fifty pupils is guaranteed.

34. It does not follow that the Schools established for the poorer classes of the population now under consideration should cost as much as the Aided Schools which I have hitherto established, for it will not be necessary to bring the children of those classes up to the same standard in literature, that I have thought necessary for the Schools attended by a higher class. A less accurate knowledge of the language will probably suffice, and any lessons in Geography, except those of the most elementary kind, must be dispensed with. Moreover, low as the salary of the Head

Teacher is at present in the Aided Vernacular Schools (viz., Rupees 15 a month), two or three of these inferior Schools must be content to share a Head Teacher between them, who shall visit them alternately for two or three days at a time. I shall revert again presently to the subject of these "Circle" Schools as Mr. Woodrow calls them.

35. If the principle is once admitted of allowing the expenditure of State Funds on a School in excess of the amount expended by the inhabitants, there are a number of improvements in the Aided Schools which I should at once recommend, not only because they are improvements, but because their introduction will make our Schools better appreciated by the people. At present, one obstacle in our way is, that the people do not see the practical use of the Education given in the Aided Schools, but were we to make provision for a better knowledge of Accounts, of Land Measurement, of Cutcherry work, of the Revenue Laws, of the art of writing Petitions and Law Documents, for lessons in Agricultural Chemistry, we should add immensely to the popularity of our Schools. To be sure we now teach a little Land Measurement and Arithmetic out of books, but even the better class of Pundits are as yet quite unfit for *practical* instruction in such matters; and the Teachers brought up in Pundit Eshwar Chauder Surma's Normal School are notoriously ill acquainted with the simplest Rules in Arithmetic. None of these men have hitherto done much more than teach correct reading and writing, (which was never done by the Gooroomohashoyes,) and they are learning English Arithmetic and Land Measurement, because they retain their appointments in my Schools on the express condition that they shall be able to teach these things to some extent within six months after their appointment.

36. But what I want is, to have for every ten or twelve Aided Schools a practical Survey Ameen, who shall go from School to School, and teach the more advanced pupils actual Land Measurement on the field, simple mapping from the measurements so made, and the calculation of areas after the European

dition. I also want a first-rate Bengali Accountant and Putwarree, who shall go round in the same way and teach accounts of all sorts,—the way to keep Zemindary Papers, &c.; a Mohurrir to teach them how papers are arranged and written in the Courts, Petitions, Pleadings, Evidence, Roobokarries, &c.; and a Meekhtear who shall teach some elementary knowledge of the Laws relating to Revenue, Police, and recovery of debts, &c.

37. I know very well that theoretical educationists will answer that all this is out of place in a School where boys ought to learn *principles*, their practical application being carried out by themselves afterwards. But we cannot afford to follow mere theory; we must make our Schools sought for and valued by the people at large; and if we teach these things, we shall be able to induce them to establish five times as many Schools as they otherwise will, and the Schools will be crowded wherever they are established. These are improvements which I have for months past been anxious to see adopted, but with the present Grant-in-aid Rules, it was useless to propose expenditure of the kind.

38. I now come to speak of another measure, which has to a certain extent been adopted, but which must be developed more thoroughly,—I allude to the establishment of Normal Schools for training Village Teachers. I have in every one of my Reports pointed out that at present we are expected to perform an impossibility, *viz.* to establish Schools without Teachers. The country does not possess qualified Teachers of the description we require for these Schools, and it is greatly to be regretted that Normal Schools were not established on a large and effective scale before any thing else was done. At present, there is a Normal School at the Sanskrit College, under Pundit Eshwur Chauder Surma, but the Teachers have not been properly taught to impart instruction in the very things most wanted by the people, such as Arithmetic and Accounts. The Normal School for my Division at Hooghly has only just been opened, and even these two Institutions will not suffice for the educational wants of the enormous Province of Lower Bengal. To speak of my own Division only, men of the

Teacher class in Malda, Rajshahy, Boerhoom, and Moorshedabad will not come all the way to Hooghly, to live there for a year on stipends of Rupees 3 a month. There must be another Normal School at Berhampore, and a smaller stipend than Rupees 4 should not I think be offered. Not a day should be lost in taking the necessary steps for doing this, if education is really to be provided for the masses.

39. Another obstacle is the price of School-books, which the people complain of bitterly, because in the old Patahallas there were no books, and to be obliged to purchase them in addition to the necessity of paying money fees regularly every month, is regarded as a heavy penalty. We should follow the example of Publishers in Germany, and for the sake of poor Students sacrifice every thing, except *mutter*, to cheapness:—the paper should be of the very coarsest and cheapest kind, and Government should provide books at cost price. At present not only is Eshwar Chunder Surma (whose books are those chiefly used and prescribed for the Model and Aided Schools) allowed to charge much too high a price for his publications, but to alter it without any notice or permission. He has just raised the price of all his Bengali Primers, though already dearer than they should be.

40. Among the measures which are *within* the scope of existing Rules, and which I propose adopting, are the following:—

1st.—The combination of three or four adjoining Patahallas into a Circle, and giving them a qualified Pundit to visit the Patahallas alternately, and conduct the instruction of the higher classes in each. This is Mr. Woodrow's plan, but it is one which in my Division I have determined to postpone until every Thannah shall have been thoroughly explored, with a view to the establishment of the *higher* and more efficient class of Vernacular Schools by means of the Grants-in-aid. When all, or nearly all the Schools of this class which can be established in any District, have been set on foot, then each Thannah will be again taken up with the view of creating the groups of Patahallas which Mr. Woodrow

the "Circle." As every thing cannot be done at once, I have thought it best to occupy myself and my subordinates exclusively in the establishment of the more efficient Aided Schools, before proceeding to improve the Patsallas, which latter will take the Aided Schools as their model.

2nd.—Another measure which I consider necessary is the one which I recommended some time ago, of enabling me, by a special grant of money, to reward the masters and pupils of such indigenous Schools as can neither be converted into the class of Aided Schools or into "Circle" Patsallas. The rewards to the Teachers will be given for improvements introduced and carried out, such as the use of printed books, the introduction of Arithmetic after the English method, Mensuration &c.

3rd.—Regular and periodical visits for the instruction of the Georoomashoys of these Schools should form a part of this measure; but with an area of 3,000 square miles to travel over, within which the Sub-Inspector is required to be constantly visiting the Schools, scattered as they are through a score of different Thannahs, almost isolated from one another by want of roads, and within which he has to visit hundreds of Towns in the course of the year for the purpose of School "agitation,"—with Book-shops to supervise,—with correspondence of all kinds to conduct,—with examinations and a thousand other duties,—is it possible that he can find time for the periodical instruction of the Georoomashoys?

41. It is therefore essential that a subordinate class of Officers, who might be called "Thannah Visitors," should be created for the sole purpose of visiting the Schools of those Georoomashoys who desire to be improved, and of instructing them in the art of teaching,—in the subjects of study,—and in classification and School discipline. These Thannah Visitors should be Pandits of superior qualifications,—men from the Sanskrit College, perhaps, and should receive about Rupees 25 a month, with a small travelling allowance, to be drawn only on the condition of a certain number of places having been visited during the month.



42. I may perhaps here be permitted to allude to a measure which intelligent and educated natives would quite approve, though utterly opposed to European notions and Political Philosophy. The Gooroomahashoys cannot of course all be enlisted in our improved Schools, though we employ the best of them as Assistants, and encourage the others to qualify themselves. Many of course cannot, and will not, make any attempt at self-improvement, and these last do their best to prevent the establishment of the Aided Schools in places where the means of the people are certainly such as to justify us in expecting them. The native remedy is that Government should, in such places, close all the existing Patchallahs, so as to force the people into setting up an improved School under the Rules. They say, with much surprise, why "should Government hesitate to use its power to close useless Schools in places where their existence is the only barrier to the introduction of improved and highly useful Schools?"

43. Again, in some places, even after the Aided School has been fairly set on foot with much trouble and some expense, the disaffected Gooroomahashoys endeavour to seduce away the pupils, set up new Patchallahs close by, and get the priests to side with them in spreading suspicions of proselytism and fresh taxation, &c. The native remedy here likewise is to shut up the Schools of these mischievous persons by the strong arm of power. A leading Indian journal teaches us that Political Philosophy is not true at all times and places, and we have here a practical illustration of this maxim.

44. I now come to another measure, involving the principles of Political Philosophy. Every one knows that the only classes taxed in Bengal are those connected with the *Land*,--that the merchants, bankers, money-lenders, shop-keepers, chondrees, &c., &c., are all alike untaxed. Why should not these classes be taxed\* in every town and village where they are found, and the proceeds,

\* After assessment by Panchayet and Moonsiff, or in some other way.

wholly or in part, devoted to the cause of National Education, or say half for Public Works and half for Education?

While the Ryot class is ground to the dust, and the physical progress of the country neglected—while the whole country is left without the means of communication—while rivers are left to be choked up at one time and to destroy acres of land at another, merely for want of revenue, and while millions are left in a state of degradation and brutishness, because the State cannot afford to provide them with Schools—it seems extraordinary that the prosperous and wealthy class just alluded to should be exempted from all taxation and all obligation to contribute towards the physical and intellectual progress of the country, from which, indeed, they would be the first to benefit. I hope I may be pardoned for this digression; but it is impossible for an educationist, whose duty it is supposed to be to propose remedies for the terrible degradation in which the millions are sunk, and who is met at every step by difficulties of finance, to be silent upon a point which bears so immediately upon the mental and physical elevation of those millions.

I have, &c.,

HODGSON PRATT,

*Inspector of Schools for South Bengal.*

No. 1123.

FROM

THE INSPECTOR OF SCHOOLS, EAST BENGAL,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Port William, 6th September 1856.*

SIR,

I HAVE the honor to submit for your information an account of my District taken Zillah by Zillah.\*

\* *Vide letter of the Director of Public Instruction, No. 1129, dated 23rd May 1856.*

2. The Zillahs in my District in which Sub-Inspectors have been laboring are—

	Inspector on the
1. Calcutta .. .. .	Higher Grade.
2. The 24-Pergunnahs and Baraset ..	Higher Grade.
3. Barrisaul .. .. .	Lower Grade.
4. Furreedpore .. .. .	Lower Grade.
5. Pubna .. .. .	Lower Grade.
6. Dacca .. .. .	Lower Grade.

The Sub-Inspectorship of Jessore has been four times offered to candidates, and as often resigned. Only one entered on his duties, and he resigned after six weeks of work.

The Districts for which no Sub-Inspectors have been appointed are those beyond the Migna, viz. :—

8. Tipperah.	10. Chittagong.
9. Noakhally.	11. Arracan.

3. The following is a summary of the Grant-in-aid Schools in East Bengal to the 1st September 1856 :—

District.	ANGLO-VERNACLULAR SCHOOLS.		VERNACLULAR SCHOOLS.	
	Number.	Amount of Grants.	Number.	Amount of Grants.
Calcutta ..	1	260 0 0	2	32 0 0
24-Pergunnahs ..	11	621 0 0	16	239 0 0
Baraset ..	3	157 0 0	2	25 8 0
Barrisaul ..	3	72 0 0	1	15 0 0
Furreedpore ..	2	37 0 0	4	60 8 0
Dacca ..	3	223 0 0	3	22 8 0
Pubna ..	2	105 0 0	1	11 0 0
Jessore ..	3	192 0 0	2	42 0 0
Total ....	35	1610 0 0	30	447 8 0

## INDIANOUS SCOUTS.

*Under improvement by Circle Pundits.*

	Circles.	Schools.	Monthly Cost at Rs. 16 a Circle.
24-Pergunahs	23	66	368 0 0
Baraset	21	60	336 0 0
Dacca	5	12	80 0 0
Total	49	138	784 0 0

For each Circle a sum of Rupees 25 was allowed, viz. —

Pundit .. .. . Rs. 15 0 0

Three (Gooroomohar-hoye and their Schools) .. .. . 10 0 0

Total.. .. . 25 0 0

The latter sum of Rupees 10 was contingent on a certain amount of proficiency being obtained. Towards this standard the Schools are steadily advancing, but comparatively few have yet reached it. Hence the average cost has been Rupees 16, and not Rupees 25, for each Circle. Next year it will be nearly Rupees 25.

Calcutta.

4. This city, as a District, requires, and has received, but little aid from Government.

The Sub-Inspector of Calcutta, Radha Govindo Doss, a distinguished Student of the Presidency College, and third in the last Examination for Law Diplomas, was appointed in May last as Sub-Inspector of Calcutta. He was on leave of absence till the conclusion of the Law Examination in June, and was engaged chiefly in my Office till the extension of his establishment was sanctioned in August.

His District consists of Calcutta, but as this at present does not fully occupy his time, he has taken the seven Thannahs of the 24-Pergunnahs lying to the South of Calcutta.

In Calcutta he has visited every Vernacular School that the Police and the Reverend J. Long knew of, or that he himself found out. These Schools are, with few exceptions, Gooroomohashoy Schools, and he has recommended the proprietors to raise the standard of Education, and to convert them into Grant-in-aid Schools.

5. The improved Vernacular Schools at Shams Bazar and Aheritollah have recently obtained Grants-in-aid. No Grant in Calcutta has been made to a boy's Anglo-Vernacular School. Grants to the amount of Rupees 50 were awarded to each of the Roman Catholic Schools at Murgeshahatta, Bow Bazar, and Entally, but declined by the Vicar Apostolic as insufficient. Mr. Chapman's Boarding School for poor European or East Indian girls received a Grant of Rupees 200. It is progressing tolerably well, but wants a better Head Mistress.

6. I have to report a decided unwillingness on the part of private Schools, and even of some public Schools, to forward the quarterly Statistics required by Government. Some object to the pecuniary enquiries, and all to the frequency of the return.

7. In this District there are no Schools supported out of the Education Fund, for the Barrackpore School receives its support from the Durbar Fund, and the Russapuglah School from special Grants out of the money formerly given to the family of the Mysore Princes. Considering their circumstances, both these Schools are in tolerably good order. The Barrackpore School is crippled for want of money for Masters, and of room for the boys. The Russapuglah School has to operate on very neglected students. This the heads of the Mysore family admit and deplore.

8. There are eleven Anglo-Vernacular Schools in the 24-Pergunnahs. All these eleven Schools are progressing satisfactorily. Four of them, viz. those at Comipore, Pakipara, Barripore, and Boroo, are due

respectively to the liberality of single individuals. The other seven are supported by general subscription.

9. Although all honour is due to Baboo Kaseenath Roy Chowdry, of Cossipore; Baboo Kallee Kishore Roy of Pakpara, Baboo Raj Comal Roy Chowdry, of Barrigore, and Baboo Sreenath Bose of Boroo, yet in my opinion the Schools supported by the general subscription of the inhabitants rest on a firmer basis. They arise from the demand of the people themselves for instruction. In such Schools the distinction between fee and subscription disappears. All the boys pay the fee levied by the Director, nearly all pay a subscription. When a boy comes for admission, the Secretary enquires into the circumstances of his friends and informs him that he must pay monthly the usual six-anna fee, together with four annas, or perhaps more, as subscription. The boy would not be admitted into the School until the whole of the ten annas thus raised was paid. The people at Khoolna insisted that it was quite impossible to distinguish subscriptions from fees. A Talookdar gave a Rupee, and sent his son to School, and neither knew nor cared how much of the Rupee was fee and how much subscription.

10. The Vernacular Grant-in-aid Schools in the 24-Pargunnahs are sixteen. Two of these are under the care of Mr. Long, five under the Society for the Propagation of the Gospel, one under the Reverend T. Sandys of the Church Missionary Society. The remaining eight are due to exertions of native gentlemen. The Schools under the Propagation Society are small and not yet fully organized, consequently no money has yet been drawn for them.

11. The most interesting experiment in my District is, in my opinion, the improvement of the time-consecrated, but deeply degenerated, Village Schools. Whether they are, or are not, below the level of Schools, and whether they can ever be raised, has been a question often disputed. I believe that they can be raised, and moreover I think that the plan of paying the Guroos according to work done is

Indigenous Schools.

even now raising them. In the 24 Pargannas there are twenty-three Circles, containing sixty-six such Schools. Among all these Schools there were only three which had any books at all last year, and these were only Lives of Krishna; now every one of them has books. Twelve Schools have classes reading the Nityodh and Bodhoday.

12. The plan of making girls eligible for reward, as soon as they can read the Sheshashutra No 1, and rewarding equally the Gooroomohashoy who teaches them, and the girls who are taught, has succeeded beyond expectation in certain places. At Sura there are thirteen girls in one School, in Neelgunge twelve, and in Syedpore, near Farakapore, I myself examined nineteen Brahminess girls, all of good parentage. Every Gooroomohashoy has an interest now in bringing girls to his School, and they are doing so quietly, and without any noise. I have now in my indigenous Schools more girls than there are in the Bethune and Central Schools together, and before the end of the year, the number will probably be doubled.

13. Another interesting result in the improvement of Gooroomohashoy Schools is that the best Schools develop themselves into Grant-in-aid Vernacular Schools. When a Pundit has done his duty well, the people appreciate the improvement in their children, and wish for more instruction than can be given in the two days of the week, which are all that he can spare to any one School. The people make a subscription, and obtain a Grant-in-aid, and keep both the Pundit and the Gooroomohashoy. The Circle, however, is not broken up by the loss of its Pundit, another Pundit is found, and another School is speedily annexed. The Grant-in-aid Schools at Mohestollah, Belghoria, Kassaraparah, Hadepore, and Bharsimonia thus arose.

14. Some Gooroomohashoys are themselves studying Geography and the History of Bengal, as they have before them the expectation of rising to be Circle Teachers.

15. The Pundits on Rupees 15 per mensem are the best that can be found, for examinations multifold have been held on all

## INSPECTOR'S REPORT.

comers, but nevertheless they are not up to the Standard now required for School-masters. To remedy the defect, I make them every month learn a chapter of the History of Bengal, and some pages of Geography. They come for their pay on a fixed day every month, and take an examination and their salary together. The questions are carefully set, the answers marked, and the result recorded. A Pundit who passes badly is superseded by a better man. Every one of these Pundits is on probation.

16. The Sub-Inspector of the 24-Pergunnahs was trained in the Scotch Schools as a Master, and during twelve years had himself trained the Junior Masters of the General Assembly's Institution. Under him the Pundits learn how to teach. He is a man of wonderful energy.

18. Every Anglo-Vernacular School is the nucleus of a Library, and the Managers are requested to allow as much freedom as possible in the loan of books.

19. As a summary, there are in the 24-Pergunnahs—

2 quasi Government English Schools.

3 Government Vernacular Schools.

11 Grant-in-aid English Schools.

16 Grant-in-aid Vernacular Schools.

66 Indigenous Schools under improvement by twenty-three Pundits, superintended by the Sub-Inspector.

20. The Grant-in-aid system, with the Cipein Teachers for the indigenous Schools, to which the masses resort, will answer in the 24-Pergunnahs.

21. In this District there are the following Schools—

1 Government Zillah English School in very good order.

3 Government Vernacular Schools.

5 Anglo-Vernacular Schools supported by Grants-in-aid.

2 Vernacular Grant-in-aid Schools.



21. Georcomohashoy Circles, containing sixty indigenous Schools under improvement.

The observations made above concerning the 24-Pergunnahs apply to Baraset, but to no other Districts of my Inspectorship.

22. The rewards for Vernacular Schools, viz., stipends for three years to the Bengali Class of the Medical College, stipends for one year at the Training School for Teachers, stipends for four years at an English School, are highly valued in the 24-Pergunnahs and Baraset. The whole number adjudged to my District could here be given, if allowed, and yet more be wanted. As long ago as last June, 3,200 School-books had been sold by the Circle Teachers in this District. The number now is much greater.

23. I regret that in passing beyond Baraset to the Eastern Districts, I pass from a land of promise to one of barrenness. The people of the Eastern District are ignorant beyond conception, bigoted, prejudiced against the acquisition of knowledge save only as a means of gain. The upper classes are willing to learn English as a language, because it leads to lucrative employment, but would if they could utterly ignore History, Geography, and Physical Science.

24. In these Districts, Grants-in-aid for Anglo-Vernacular Schools will probably succeed, but they have, and will utterly fail for purely Vernacular Schools. If the masses of these Districts are to be educated, Government must pay the School-masters. I strongly recommend that six Government Vernacular Schools be given yearly to each District, that the establishment of these Schools be on the scale allowed for Pundit Eshwur Chunder's Model Schools, but that fees be exacted chiefly as a means of securing regularity.

25. The Sub-Inspectors in these Districts were appointed after the last Durga Poojah vacation. When they had succeeded in establishing Schools, they were disappointed for a time in obtaining aid, owing to the exhaustion of the original Grant. Some of the Schools which were established have been dissolved by the

rain, as the inundation was dreadful in these Districts. This, however, will be only a temporary cessation.

The Sub-Inspectors visit all the Village Schools, and endeavour to introduce books, but the results are unsatisfactory, as the Goo-roomahs resist the introduction of books.

26. The Sub-Inspector of this District, Shams Churn Bose, is a good Bengali scholar, and is sprung from one of the oldest families at Dacca. With the encouragement and assistance of Mr. Mackillop, he has succeeded in establishing a good Vernacular Library and Reading Room in Burrisaul. The Subscription List amounts to Rupees 2,300, and Rupees 1,664 were collected by the 1st of July. A house is greatly wanted, as the rent of the present building is Rupees 20 a month, an outgoing which the funds will not admit of permanently.

27. The Schools in the District are—

- 1 Government Zillah School containing 260 boys.
- 3 Grant-in-aid English Schools.
- 1 Grant-in-aid Vernacular School.

Intentions to establish Anglo-Vernacular Schools are announced.

The Sub-Inspector describes the Zemindars of Burrisaul in almost the same language that St. Paul does the Cretans.

He begs for twelve Government Vernacular Schools, six I think for a beginning would be sufficient. He obtains his books direct from Calcutta from the Calcutta School Book Society.

28. The Sub-Inspector of this District, Modhaver Allahdad Khan, has exerted himself among the Mussulmen of the District.

A Public Library has been established at Farroodpore.

There are in this Zillah—

- 1 Government English Zillah School.
- 2 Grant-in-aid Anglo-Vernacular Schools.
- 4 Grant-in-aid Vernacular Schools.

Anglo-Vernacular Schools have been established and are in operation in five other places, viz. at Grada, Lachacool, Perprool,

Bansepore, Manickgunge, but the subscriptions to support them are too small to enable the projectors to secure the services of any but very incompetent Masters, and it has been determined to give no assistance to such unsatisfactory Schools. At Mussepore is a Persian and Bengali School under similar circumstances. The School-books are supplied by the Agent of the Calcutta School Book Society at the Zillah School.

Pubna.

29. In this District there is—

1 Government Zillah School at the Station.

2 Anglo-Vernacular Grant-in-aid Schools.

1 Vernacular Grant-in-aid School.

The Sub-Inspector, Nilmoney Sein, has been through his District, and seen every Zemindar, and visited almost every Village School, but has obtained only a few results from this "agitation." I am not satisfied with his Reports. There is no chance of a Library at Pubna. School-books are supplied from the Agent at the School.

Dacca.

30. Besides the College at Dacca, there are—

8 Grant-in-aid Anglo-Vernacular Schools.

2 Grant-in-aid Vernacular Schools.

13 Indigenous Schools under improvement.

I had hoped to have established fifteen Gooroomohashoy Circles at Dacca, but was only able to erect five, as the distance of the Village Schools from each other in most parts of the Zillah, and the distrust of the Gooroomohashoys in other parts, rendered my efforts nugatory.

31. In the town of Dacca a good Female School has been established, but will sink, unless supported by a Grant from Government. Any sum will be acceptable. A branch Female School was established at Lalbag. This also needs Government assistance. Mr. Pogose's School is thriving well. Mr. Brennan and Mr. Tydd, of the Dacca College, established three self-supporting Anglo-Vernacular Schools in the town of Dacca. I look on the erection of a self-supporting School as a pure good, and think

the projectors worthy of great credit. The books for Schools are supplied by the Book Agent at the College. There is a good Vernacular Library supported by liberal contributions and subscriptions.

The great want in my District is that of educated Teachers, and this has just been met by the sanction of Government to the establishment of a Normal School at Dacca. The Superintendent, Mr. Lawler, has already been selected, and I hope to have the School at full work by the end of the year.

32. In Jessore there is no Sub-Inspector. I have stated in a previous part of this letter, there having been four resignations of the appointment, owing to the general dislike to the District. There are—

1. Government Zillah School.
2. Grant-in-aid Anglo-Vernacular Schools.
3. Grant-in-aid Vernacular Schools.

Baboo Ramrutton Roy's Schools in Noral are not yet in existence.

33. Of the remaining parts of my District I have no intelligence to communicate beyond that now being published in the yearly Report.

34. The results and recommendations mentioned in the above paragraphs may be thus briefly enumerated:—

i. The present Grant-in-aid system fails for national Vernacular Education, except in the Districts of the 24-Pergunnahs and Baraset. It will be gradually successful for Anglo-Vernacular Schools in the manner described in my Quarterly Narrative for April 1855. But as national Education is the only means of raising the masses from their present degraded state, Government must brace itself to the work. Every effort for the good of the people is now paralyzed by their own stupidity. In their ignorance, they oppose every change, even though a continuance of their present state is a continuance of misery. They have not yet been educated, and that fact is for them a sufficient reason why they should not be educated now.

II. For national Vernacular Education in East Bengal, Government must establish its own Vernacular Schools as fast as it can find competent Teachers, and go on with the work year after year at an ever-increasing rate for the next ten, perhaps the next twenty, years. If the rules for admission to all ranks of the Public Service are rigidly enforced, and competent Teachers supplied by our Training Schools, and by the Pupil Teacher system, then a foundation will have been laid on which the Grants-in-aid for Vernacular Education can be engrafted, and every year the roots of the system will strike deeper and deeper into the soil.

I ask therefore for six model Government Schools in each of the six Districts enumerated in the margin. The people will be expected to build the house and keep it in repair. The fees will defray incidental expenses, but the Establishment consisting of a

Jessore.  
Farrukhore.  
Dacca.  
Burrissaul.  
Tippurah.  
Chittagong.

Pundit at	.. .. .	Rupees	25	0	0
Gooroomohashoy			5	0	0

Total	.. .. .	30	0	0
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will be paid by Government. The expense of these 36 Schools will be Rupees 1,080 monthly, or Rupees 12,860 yearly.

At the commencement a special Grant of Rupees 50 for each School will be necessary for maps, a globe, books of reference, &c., which will amount for all the Schools to Rupees 1,800. At the end of the year, the Schools that succeed might continue, and the Schools that fail be removed to other localities, and a further Grant be allowed according to the requirements of the different Zillahs. Although this sum appears large for the first instalment, it is but little above the sum which was sanctioned for these very Zillahs, when Lord Hardinge's famous 101 Schools were established. Some of these Schools in Dacca and Burrissaul succeeded well, but were abolished by a mistake, when so many unsuccessful Schools were closed.

III. At Dacca I should require a superior Vernacular School, like the present *Patahalla* in the Hindoo College Square. The Establishment would be

	Rs.	A.	P.
Head Pandit ... ..	40	0	0
Second ... ..	25	0	0
Third ... ..	15	0	0
Rent ... ..	20	0	0
Two Servants and a Duffry ...	12	0	0
Contingencies ... ..	7	0	0
Total ... ..	120	0	0

The annual cost would be  $120 \times 12 = 1440$ , and the Grant for desks, benches, maps, and books of reference Rupees 250.

IV. In the important subject of Female Education, the means of instruction should be supplied by Government, as the people are opposed to the elevation of females from their present degraded position. For Sura and Syedpore in the 24-Pergunnahs, for Dacca and Lalbag near Dacca, applications for Female Schools have been received, but owing to the present terms for Grants-in-aid cannot be entertained. Female Schools are assuredly Model Schools, since so few Schools of the kind exist.

The Establishment of a Female Model School should be as follows :—

	Rs.	A.	P.
Pandit ... ..	20	0	0
Dirzie to teach sewing, &c. ...	8	0	0
Mallee ... ..	4	0	0
Ayah, to take the Children to and from School ... ..	4	0	0
Rent ... ..	2	0	0
Contingencies and Books ... ..	2	0	0
Total ... ..	40	0	0

I beg for such a Grant for Sara, Syedpore and Lallag, the Dacca Female School is liberally supported by the residents and ought to obtain a Grant-in-aid.

Other applications for Female Schools are expected, and I should recommend that they also be granted.

I have, &c.,

H. Woodrow, M. A.,

*Late Fellow of Caius College, Cambridge.*

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No. 113.

FROM

THE INSPECTOR OF SCHOOLS,  
N. E. BENGAL AT ASSAM,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Gochatty, the 14th June 1856.*

In compliance with the directions conveyed in your Circular Letter No. 1130, of the 23rd ultimo, I have the honor to submit a special Report, with the view of showing what has been done during the past year for the spread of Vernacular Education among the masses of the people in the Circle of my Inspection.

2. Some time previous to the late Educational movement, a

Circle of Vernacular Village Schools had been established in the Province of Assam, the main object of which was to afford elementary instruction in reading and writing to a people, among whom, perhaps, not one in a hundred could be found already acquainted with these arts. In the course of the last twelve years, which has been the period that has elapsed since the first steps were taken for the establishment of these Village Schools, they have, in the face of no ordinary obstacles, been instrumental in doing much good, in the promotion of a general diffusion of elementary instruction in the Province.

3. At the end of April 1855, there were in them all an aggregate of 8,108 pupils under tuition.

Number of Scholars  
at the end of April 1855  
and of April 1856.

At the same period in 1856, this number had increased to 8,183.

4. In May 1855 three 2nd Grade Sub-Inspectors were appointed to the Province. By these the Govern-

Three Sub-Inspectors  
appointed in Assam in  
May 1855.

ment Village Schools have each been visited at least three times in the year, and

some of them as often as five and six times. The system of tuition adopted in the Schools has been carefully superintended, and various plans adopted by them for ensuring a greater regularity of attendance, while their frequent visits have acted as a wholesome check on the Teachers; so that on the whole, though the books do not show many more pupils under instruction during the year under review than there were in the previous year, I am disposed to believe that, with reference to the daily attendance, and the amount of instruction actually imparted, the result has been satisfactory; that is, comparatively speaking, for the Schools are far from being in an efficient state, and even in the best of them there is much room for improvement.

5. During the year a set of Rules has been adopted, whereby

Rules framed for the  
better management of the  
Schools.

the countenance and co-operation of the several Collectors in the Province will be secured to the Schools, and a better system of supervision introduced, which I trust will, in time, be productive of much good.

In a Province where the influence of the Collectors is all but paramount, it is through their cordial co-operation in the labours we are engaged in, that we must chiefly look for a reasonable prospect of success—without it, we may well fear that the whole scheme will dissolve.

6. Another of the most important means necessary for the improvement of the Schools, and for promoting the general advancement of Edu-

Training of Teachers in  
the Normal School.

cation in the Province, is the employment of



of Teachers well trained in the art peculiar to their office. To supply this desideratum, a Normal School has been established at Gowhatin, with provision for a maximum of thirty-six pupils. But the office of a Teacher is one not much sought after in Assam, and least of all by those who have had a tolerable School Education. To the latter, the Judicial and Revenue Departments offer much greater inducements and better prospects of future promotion than any the Education Department can hold out. Hence the Normal School has not at present more than twenty-four pupils under instruction; and these, for the same reasons, are not exactly of the *materiel* from which really efficient Teachers can be made. But under the circumstances they are the best procurable, and when their probation is over, it is to be hoped they will at least prove superior to any now employed in the Assam Village Schools. The Normal School being connected with the Vernacular Department of the Gowhati School, these probationers for the office of Teacher, besides undergoing a superior course of instruction, have frequent opportunities, under the guidance of their tutor, for acquiring the art of communicating their knowledge to others, and of learning to arrange and stimulate and discipline a School.

7. But they themselves need a stimulus to personal exertion, and the prospect before them of employ-

A stimulus wanted  
Village School Teachers  
in Assam

ment as Village School Teachers on the maximum pay of Rupees 7 a month is not felt to be sufficient. I would venture to suggest, there should be a graduated scale of remuneration for the Masters of the Assam Village Schools, and that their promotion should depend on the proficiency of their pupils, and in some measure also on their number. This will afford inducement for a better class of young men to enter the Normal School, while it will afford ample room for a spirit of honorable rivalry on the part of enterprising Teachers, to excel in the number, discipline, and progress of their Scholars.

8. Great attention has been paid, both by myself and by the Sub-Inspectors in Assam, towards encouraging the establishment of indigenous or self-supporting Schools in the Province; but I regret to say we have met with but partial success. The Inspectors in South and East Bengal have large Circles of Gourmohasby Schools ready at their hands, and they have but to devise schemes for the improvement of these Schools, and for rendering them efficient as instruments for the spread of Education. It is far different in the Circle of my Inspection. In North Bengal, and especially in Assam, the initiatory has to be undertaken. Education has never been appreciated, and the people can scarcely be said to have begun to help themselves. They are besides exceedingly poor and ignorant—too ignorant to understand the evils of ignorance, and too poor, even if they did, to be able to remove them. But though we, in this part of the country, cannot stand a comparison with those in the more civilized portions of it, it is gratifying to be able to report some degree of success, however small, in our endeavours to persuade the people to take their share in promoting the diffusion of knowledge; and we must trust for the rest to time, to the extension which must every year take place as the natural result of a system of progression, and to the certain effects, however slow at first, of the desire for instruction, and of the gradual growth of wealth and intelligence in the community.

9. Thirty-six indigenous Schools have now been established in Assam,<sup>a</sup> with a fair prospect of being permanent, and these afford instruction in the aggregate to 1,479 pupils. Other

The success that has attended these efforts

* Var. in Zillah Kamrup ..	..	..	10
" " Durranga ..	..	..	2
" " Sibnagar ..	..	..	23
" " Lakhimpore ..	..	..	1
Total.			36

Schools besides these have also risen up of late, but their stability is yet a matter of doubt. Some few have already passed away, within a month or two of their first establishment.

10. The Schools in Kamrup have to a greater or less extent received aid from Government, some in pecuniary rewards to the Teachers, and all in the loan of useful School-books; and of the twenty-three Schools in the District of Sibsagar, which have sent in formal applications for Grants-in-aid; but as they have not all adopted the system of levying tuition fees, it is probable that only four or the seven will obtain the aid sought for.

11. The only other Schools in Assam receiving aid from Government are those established by the Reverend Mr. Hesselmyer, in Zilah Durong for the special object of educating the Kachari population. The Grant amounts to Rupees 50 a month, but the difficulty in procuring Teachers has hitherto prevented the appropriation of the whole sum. Mr. Hesselmyer has at present only four Schools in operation, with an aggregate of 104 pupils under tuition.

12. A similar Grant of Rupees 70 a month was sanctioned by Government letter of the 13th March 1851, in aid of the Reverend Mr. Lewis's Schools in the Khan and Janteuh Hills.

I regret to say that no return has yet been received to show what number of pupils are under instruction, or what Schools are at present in operation. But I understand the Schools are well attended, and the people generally are evincing a growing desire for instruction.

13. I proceed now to a review of the state of Education in the Northern Districts of Bengal. The only private Vernacular Schools known to have been in existence in these Districts, previous to May 1853, are those noted in

Review of the state of  
Vernacular Education in  
the Northern Districts of  
Bengal.  
Sylhet.

The School at Laskarpore in Sylhet has since		been closed, and the pupils attend-
ing the School at Baniacheng re-		duced from thirty-two to eleven.
This intimation was received since		the date of my last Quarterly
Report, and at the same time the		Sub-Inspector informs me of the
existence of only one other Vernac-		ular School at Akhalia, in which
there are twenty-five pupils.		
The people of this District,		I regret to observe, are exceedingly indifferent regarding the
establishment of Vernacular Schools.		Those that are at all disposed to have
their children educated, would prefer that		they be taught English, because, in their opinion, a knowledge of
that language has a marketable value, it may lead to remunera-		tive employment under Government. But a knowledge of their
native Vernacular is looked upon as unworthy the trouble of		acquiring. It is in vain to point out to them the intrinsic value
attached to Education, and that it may be acquired through the		medium of the Vernacular at a far less cost to them both of time
and money. They will be taught English or not taught at all.		As a general rule, I would endeavor as much as possible to dis-
courage this partiality towards English as the medium of instruc-		tion. The people are, generally speaking, in very indigent
circumstances, and it is evident will be unable to maintain their		children sufficiently long in School to profit by the instruction
they receive, or to gain any thing more than a mere spelling-book		education. Moreover, as the standard of qualification demanded
by Government in their employes must necessarily rise every		year, the expectations of these aspirants will inevitably end in
disappointment.		

Sylhet District.—		No. of Pupils.
Laskarpore...	39	
Baniacheng...	32	
	71	
Sylhet Agency.—		
Katukhalla...	48	
Sylhet Division.—		
Raipur...	48	
Ditto...	30	
Ditto...	30	
Ditto...	30	
Materapore...	35	
	165	
Total...	282	

The people of Sylhet attach value only to an English Education.

15. In the District of Bogra, no indigenous Vernacular Schools exist, and the Sub-Inspector having been appointed only in March last, has not been able yet to show any success attending his endeavours to promote their establishment. There is, however, one Vernacular School at the Sadar Station maintained by Government, which is at present in a flourishing condition, numbering 200 pupils, and I hope before long to be able to report the opening of the eight Model Schools sanctioned for the District. The lower classes of the population, I fear, will not aid us in the erection of School-houses, and from the superior and wealthier classes, we have not been able to obtain aught more than promises of assistance. The fact is, that in the Northern Districts of Bengal, as in Assam, the natives do not fully understand or appreciate the advantages of Education, and it is exceedingly hard to persuade, even the comparatively wealthy among them, to contribute towards the building of School-houses, or to consent to the payment of even the small amount of Schooling fees which will be required of them. But yet, after the experience I have had in Assam, I am of opinion that all idea of eleemosynary instruction ought at the very outset to be repudiated. Our success may in consequence be very small at first, but the ultimate advantages will more than make amends for it.

16. In the Station of Mymensing there is a very good Vernacular School maintained by Government, which now numbers 194 pupils, but in the District itself we know of only six established for the purpose of conveying instruction in the Vernacular. These are but of recent origin, and do not in the aggregate contain more than 128 Scholars. But there is reason to hope that, with a little fostering care, these Schools will in time be better attended, and that others will gradually spring up in various parts of the District. Here, as in Sylhet, the people seem to give the preference to Schools in which English is

Vernacular Education  
in Bogra.

Vernacular Education  
in Mymensing.

taught. There are now four such private institutions in the District, and the number of Scholars attending them is 186.

17. Great efforts have been made during the past six months of the year to encourage the establishment of self-supporting Vernacular Schools in the District of Dindigul, but hitherto with very little apparent success. In addition to those referred to in para. 12, fourteen others have been established, with an aggregate attendance of 184 pupils; and as steps are being taken for their improvement, there is reason to hope they will in time become permanently useful. The establishment of eight Government Schools has been sanctioned for this District, but for want of School accommodation, which the people were expected to provide, it was not till during the last quarter that seven of the eight were put in operation. These have already 217 pupils under tuition.

18. In the District of Rangpur there are now nine Government Vernacular Schools in operation, all opened within the last quarter, and having at present an aggregate of 353 pupils. Eighteen self-supporting Schools have also been established, but the attendance in them is yet small, varying from six to forty-eight, but giving an aggregate of 262 under private tuition.

19. In the review of what has been done during the past year, it should be borne in mind that the collection of information, and other preliminary arrangements, have occupied a large portion of time, and that in some sections of the Division, the greater part of the year had passed away before any active operations could be set on foot. Add to this the very low state of feeling among the people generally in all matters connected with Education, the simplicity the present educational movement has tended to excite, the hindrances and embarrassments too that clog our operations, and I am disposed

On the whole there is no cause for discouragement.

to believe that we have no cause to be discouraged. The great and important work to be performed, the general diffusion of Education, and thereby the raising of the intellectual standard of the mass of the population, is a work of time, but one that I feel confident will eventually be accomplished.

20. Grants-in-aid, I regret to have to observe, have not been so generally applied for, as perhaps it might have been expected they would.

Reason why Grants-in-aid have not been more generally applied for.

One reason is, that in most parts of the Division the Schools themselves are a novelty, and with all our efforts we have succeeded in procuring the establishment of only a few in each District. The guarantee required before a Grant-in-aid can be bestowed is another impediment in our way. The responsibility it entails on the applicant is what those not really in earnest are indisposed to assume on themselves. And to the above must be added the extreme poverty of the people, and the inability of the Teachers, in the present state of indifference manifested towards Education, to raise Schooling fees on any fixed rate. Where we have succeeded in establishing Schools, the Teacher is in most instances the proprietor of the School. His acquirements are barely sufficient to enable him to give the most elementary instruction to his pupils, and he turns School-master merely because he has no other means of maintenance. Those of his pupils, whose parents are in tolerably good circumstances, pay him a monthly fee varying from one to four annas, but though nominally a monthly fee, the payments are very irregular. From the other pupils, he is content to receive what they can give, a little milk, a few seers of rice, fire-wood, oil, &c., sufficient for his daily wants. It is evident, therefore, that Schools so circumstanced cannot seek for aid from Government in accordance with the prescribed Rules. An estimate of the receipts of each of these Village School-masters will not on any average be found to be equivalent to more than Rupees 5 a month, and in many cases it is not more than half this sum. These

Schools are moreover so scattered about, and so distantly situated from each other, that it would be impracticable to constitute them so many distinct Circles, with a Teacher paid by Government to superintend each Circle and to give instruction in each School in rotation. It becomes a matter of great difficulty, therefore, under these circumstances, to know what plans it would be feasible to adopt, or what modifications in the rules proposed by Government for the bestowal of Grants-in-aid ought to be suggested, likely to carry out the great object the Government has in view.

21. Several schemes have been under consideration, and particular enquiries instituted, but in no case have I yet felt warranted to come to any decided opinion as to the system to be ultimately adopted. A little farther time and consideration are necessary, and even then it may be advisable to adopt a series of experiments before we can come to any correct conclusions.

22. Mymensing appears to be the most favorable District in the Circle of my Inspection for endeavoring strictly to carry out the system of Grants-in-aid recommended by the Hon'ble Court of Directors in para. 53 of their Education Despatch. In the Districts of Bograh, Dinagore, and Bungpore, the experiment on a small scale of purely Government Vernacular Schools is being tried, while in Kamrup the endeavour has been, so far as circumstances will admit, to adopt the scheme recommended by Mr. Adams for encouraging indigenous Schools by aiding the Masters with a loan of School-books and giving pecuniary rewards to those who bring up a certain number of pupils to a fixed standard of proficiency. As new wants are brought to light, and we become better acquainted with the peculiar circumstances of each District, it may from time to time be found necessary to modify the several plans now adopted. But so far as my experience has yet gone, these plans seem suitable to the Districts in which they have been introduced.

Several schemes under consideration.

Experiments tried in the several Districts



23. In conclusion, I would beg to observe that the publication in the native language of a few useful works on the Philosophy of Education, and the best system of conveying instruction, would be of incalculable advantage, not only to those already engaged as Teachers, but also to all aspirants for the office. I know of no one book in particular, that I could recommend for adoption, but the best books on the subject might be taken, and a selection made from them, of what is good and useful. Such a manual ought not to be a translation, but should to a great degree partake of the character of an original composition, and comprise all that is wanted to convey instruction in the art of Teaching, the proper arrangement of classes, the discipline to be maintained, and in short all the branches of a Teacher's duty. It should also be in a plain and simple style, and the directions given should be so clear and perspicuous, that even the most ordinary Village School-masters may be at no loss to comprehend their meaning. A good book of this description, put into the hands of the Gou-  
*Books for Teachers very much needed.*  
 roomahashoys and Village School-masters would, I feel confident, go far towards making up for the present deficiency of well-trained Teachers.

I have, &c.,

Your most obedient servant,

WM. ROBINSON,

*Inspector of Schools, North-East Bengal and Assam.*

# REPORT OF THE REV. J. LONG ON THE NORMAL SCHOOL AT HOOGHLY.

*Calcutta, 10th March 1857.*

I ENJOYED my visit very much to your Normal School at Hooghly on last Monday week and Saturday. I saw there the thorough success in action of the scheme you laid down, viz., that the Head Teacher should instruct the pupils from notes

of subjects he had previously prepared; while their understanding of these should be tested by each one being required to enter in his own book abstracts made by himself of the Lectures.

I heard on this plan two good Lectures delivered by Baboo Bhodeb Mookerjee on light, and two on the principles on which the calculations of *Land Measurement* are based. The mode of teaching of the Baboo's is quite a model in contrast with the old Pandit system of nothing but books and nothing but words. Your plan is eminently calculated to rouse them to think.

The Pathshala attached to the School is in good order, and very serviceable as a Practising School for the Teachers.

The situation of the house is well adapted for the purpose.

I was much pleased with the very good Lecture on the human body, which your Sub-Inspector delivered to the Students. I hope he will repeat that in other places.

Allow me to suggest that a Gallery\* is urgently needed to train the Teachers to instruct a number together, and to give a knowledge of Object Lessons.

I have only to regret that you have not the means of instructing 120 Village Teachers, instead of 60, and your Institution has not an allowance of Rupees 1,200 monthly, which the Benares Normal School has.

From my recent observation of the working of your School, I see no need to have an European at the head of it. If a man of your spirit is appointed your successor, it will work well with Bhodeb Mookerjee as head.

This Institution was opened in September 1856.

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\* This has been ordered, and nothing but the difficulty of obtaining workmen has delayed it.—H. P.

To

HIS HONOR THE

LIEUTENANT-GOVERNOR OF BENGAL.

HON'BLE SIR,

I beg to submit to your notice the excellent system of instruction pursued at the Government Normal Vernacular Institution at Hooghly.

I spent two days last month in it, seeing the Teachers instruct, and examining the pupils, and I was much pleased at the progress they had made in such a short time—not so much in the mere cramming a certain amount of book-knowledge, as in the being trained to exercise their judgment as well as memory.

The Head-Master, Bhodeb Mookerjee, delivers Lectures from Notes on Natural Philosophy, Mensuration, Grammar, Geography, Arithmetic. He himself *prepares* the subjects beforehand. The pupils make an abstract of the Lecture, which they enter in their note-books. I have examined several of these myself, and would recommend this plan of teaching as a model to other Normal Schools. The mind of the Teacher is more exercised by it, while the taking notes serves the pupil as exercises in Writing, Spelling, Composition, and Analysis. It is the plan I have for years taught on myself in the Vernacular.

There is a good Elementary School in connection with the Institution, which serves as a Practising School to “teach the Teachers how to teach;” in this also, attention is paid to storing the pupils’ minds with knowledge as well as with words. I received very good answering from a class in “Simple Lessons on Plants;” Mental Arithmetic and Object Lessons are also attended to.

There is a fine piece of ground attached to the Institution, where the pupils may gain some acquaintance with laying out a Flower Garden; a taste for gardening is a desirable thing to cultivate among Village Teachers. I procured them a supply of plants from the Botanic Garden.

I heard a Sub-Inspector of Mr. Pratt's deliver a popular Lecture on the human body for an hour and a half to the Students; they listened most intelligently, and it was a convincing proof to my mind how much useful knowledge could be easily conveyed through the Vernacular.

These Teachers come at present with little information, and stop too short a time to gain much. A system of periodical Examinations, with Prizes attached for Village Teachers, would lead to keep up their studies.

I have only to express a hope, that the plan of working this Institution, as laid down by Mr. Pratt, will not be interfered with hastily by his successor, and that we may have at least two Institutions established on a similar plan in Bengal this year.

I have, &c.,

(Signed) . JAMES LONG.

CALCUTTA, }  
The 3rd April 1857. }

# REPORT OF MR. A. S. HARRISON, B. A., INSPECTOR OF SCHOOLS, BEHAR, FOR THE YEAR 1866-67.\*

THE returns made up to the 30th April last being annual, the remarks which I have the honor to subjoin on the Schools, and Education generally, in this Division, will also refer to the whole

In the ten Zillah Government English Schools with which I have to do, there were on the Rolls at the end of 1855-56 and 1856-57 respectively —

	Pupils on the Rolls 30th April 1856.	Pupils on the Rolls 30th April 1857.
Patna High School	143	140
Ditto Branch School	29	54
Chuprah School	80	128
Ayrah School	84	101
Turhoot School	109	109
Gya School	196	208
Monghyr School	84	91
Bhagalpore School	175	176
Patnaah School	44	66
Chota Nagpore School	66	67
Total	1080	1150
Average	108	115

For the sake of comparison I have selected from the list in page 6, Appendix D, of the Report 1855-56, the ten Schools in Western and Eastern Bengal adjacent in the list, as follows:—

Average of ten Schools in Western Bengal, viz., Ooterparrah, Midnapore, Beerbhoom, Banchannah, Baulah, Cuttack, Balasore, Pooree, Purniah, Sumbhulpoore, 117.

\* This Report, though dated 25th July, was not received, owing to some delays in transit, till the 5th October.

Average of age in Eastern Districts, viz. Baran, Barrackpore, Jessore, Pabna, Purnea, Barisal, Comilla, Noakhali, Chittagong, Akyn, 14½.

From this it appears that the numbers here are not much behind those on the West side, but hardly comparable with the Eastern Schools.

During the year, the increase of the total number of pupils is only seventy, but regard being had to the diminution in the two Patna Schools, this is raised to 102, amongst the other eight, which may be considered not unreasonably small.

The average attendance during the last month\* was 1,010, out of 1,150 or 86 per cent., and is far better than the previous year's return, which was only 800, out of 1,090 or 81 per cent. In this particular the Schools here are not a whit behind those of any part of the country.

The standard of instruction, class by class, is a little lower than in Bengal, though not greatly so, inasmuch as Students from four Schools competed for Junior Scholarships and University Entrance Examination, and passed in all these Schools.

I have noticed the diminution of numbers in the two Schools at Patna, and in my previous Reports and Correspondence have alluded to the same, as also to the cause, which is not a less demand for English education in the city, (where, however, it has never been much appreciated,) but the closing of the Patna School Society, which at one time paid the Schooling Fee for more than 100 boys, children of the poorer classes. The Society did not also furnish them with books and slates, which from poverty they were unable to purchase for themselves, and without these necessaries they could not study at home, and lagging behind, retarded the general progress of the class.

\* This month being that in which the Examinations are held, the attendance is always slightly above the average of the whole year.

† "Few, if any, of the boys live in lodgings, as is frequently the case in Poona. Where the parents are poor, ten or even thirty may share a room."

The highest ambition of these Students was to learn sufficient to obtain employment as English Writers, and from the time of their becoming qualified for this occupation, or thinking themselves so, they would naturally hang about the Public Offices, still retaining their names on the School Registers, although regular attendance. I cannot therefore regret the extinction of the Society.

From the High School seven candidates for the Junior Scholarship Examination went up, three were successful, and two passed the University Entrance Test.

The several changes in, and additions to, the Establishment, are narrated in the School Report, and need no further notice here. In like manner I need not advert to the Examinations which are fully reported on, and have been the subject of a special letter from the Local Committee. They were more creditable in the Vernacular than the English Department of the School.

The large decrease of thirty-five per cent. in the Branch School is

Patna Branch School.

owing (in addition to the cessation of the School Society's aid) to the removal of a

very popular Head Master, Mr. W. Hanvey, to Chuprah, and his being replaced by Mr. Fox, who had not sufficient energy, tact, and experience for the management of any School, much less one like this in the heart of a Mahomedan City. Under the new Head it is improving, but much labour and a long time will be required to regain the lost ground. Ultimately it must become the more important and larger School, but this will only be when the population generally, and not merely the employes of the Courts, value Education.

During the past Session the School at Chuprah was moved into

Chuprah School.

the new building, to its manifest benefit;

its numbers have increased seventy per cent., and though it has by no means attained its full growth, it has passed the average standard, and Candidates from it have competed for Junior Scholarships. From the papers of Questions forwarded for my inspection by the Secretary of the Local Committee, I consider that the Examinations of the lower classes here was more than

usually strict and careful. This is a most worthy circumstance, as in too many cases the labors of the year are summarily enquired into and dismissed in an hour, to the regret of a good Teacher, and the discouragement of the Pupils. A fourth Master in the English Department is much needed to relieve the over-crowded last class, but none sanctioned since the close of the year, and by the liberality of the Maharnjah of Bettiah, Quazi Ramzan Alli, and a few other residents, two Maulavis have been added to the Persian Department.

My last visit to the Arrah School was when the Examinations were going on, and as the arrangements had been previously made, I merely attended with the different Members as each took a class. Two boys had been sent to Patna to try for Scholarships and one, the son of Syed Azeemooddeen Hussein, the Secretary of the School Committee, returned successful. Much improvement had been made during the Session in all the Departments, but the Students of the Second Class failed to answer correctly a few easy questions in Urdu Grammar, which I put to them. All the Schools in Behar are more or less defective in this respect, but of late the attention of Local Committees has been drawn more particularly to the Vernacular Departments of their Schools, and Lees' Persian Series has been introduced with good effect. I have no knowledge of the per-centage of marks gained by the successful candidates in Urdu, and conclude it is much lower than is common in Bengal. In the whole of Behar, it would be difficult to find half-a-dozen lads, who, possessing a fair knowledge of English, can also write tolerable Urdu. The salary attached to the Translatorship of the Civil Court is however sufficiently large to serve as a stimulus to study, and in several Schools (Tirhoot for instance) special prizes are given in the Vernacular. These encouragements will in time take away the reproach from our Schools which now lies on them, viz., that we educate only in a foreign tongue.



At this place also my visit fell during the Examination, so that I could only take the Damaged Class, and look on at the others. I found the style of teaching better, and more comprehensive than elsewhere, in consequence of which the lads here are better informed on general subjects, expressing themselves with tolerable fluency and correctness, exhibiting in this particular a marked superiority over the rest of my School. The yearly Report shows that the average age of the Students is low, the Examinations satisfactory, and the School increasing, although it has already the largest in the Division, and all necessary strictness as to age for admission, and in removing from the Register the names of absentees, is preserved. No Student has yet gained a Scholarship from this Institution, but the studies of the First Class are not much below the standard, and a little *examining*, which has been wisely avoided, might have "forced" two or three of the highest boys up to the mark. Pandit Balmokund, though now an old servant, seems in no way wanting in energy or diligence, and deserves the highest credit for his School.

For some years past, this School has been nearly stationary in numbers, but meanwhile advancing in study, under the unremitting supervision of Mr. W. R. Davies, the Secretary. He has particularly fostered in it the Vernacular Department and Translations, with results commensurate with his efforts. In English, it is on a par with Chuprah, but from frequent practice, the boys speak more idiomatically and correctly than is usual. I have mentioned on a former occasion the first donation of Rupees 500 by Baboo Raghunandun Singh, towards the formation of a Library, to meet which a grant of Rupees 500, out of the unexpended School funds, was allowed by Government, and lately, as you are aware, the further large sum of Rupees 1,000 was presented through Mr. Davies for the same purpose. This amount will not only provide all the necessary apparatus for a School, and the books

more particularly required in a School Library, but furnish also a fair number of books on general subjects, as the nucleus of a Library which may be hereafter worthy the District. Unfortunately, Mr. Davies has recently been transferred to another Station, and I only hope his successor will be equally devoted to the School.

I have little to remark on the Monghyr School, but that it is much junior to the rest, both as to foundation and attainments.

Situated in perhaps the most thriving town in these parts, it is steadily gaining favor with the native population, and will probably be the largest in my Division. Two years, perhaps three, must elapse before it will regularly supply Candidates for Scholarships, and take its proper place in the list. With a new and large School-house, the funds for which are already collected, and the wood-work and brick-making commenced upon, every impediment to its advances will be removed, but it is at present in a confined location, prejudicial to the health of both Masters and Pupils. The result of the Examination appears to have been satisfactory only in the Head-Master's class, and the Secretary complains of the inefficiency of the junior Teachers, coinciding in this with my remarks recorded in the Visitor's Book of the third Quarter. I therefore think it would be advisable to subject both the second and third Masters to the Teachership Examination. A better scheme of Urdu reading, suggested by the Examiners in the Vernacular, will be introduced this year, and will make the School more popular with the Mahomedan part of the population.

You will find some statistical calculations in the Bhagulpore

Bhagulpore School.

Report, which are note-worthy. Though there seems to be some mistake as to the census of inhabitants and houses, the ratio being seven to one, which is too high, according to the most trustworthy papers in other places. The proportion of 3<sup>rd</sup> Hindus from Bengal approximates to, and might be taken as, the average of all the Schools here, and is easily accounted for in the fact that a large share in the

English Department of all Public Schools is given to Bengalis who have earlier applied themselves to learn English and are more intelligent. Our Schools have not yet tapped the interior of their Districts, and few of the upper classes, who have not a regular establishment or near relative in the Sudder Station, will allow their children to live there under no competent check or authority. Whilst the ideas of the natives remain unchanged, a Boarding School, such as exists in Europe, is an impossibility, but with the spread of English Education, and the consequently increasing desire for it, existing obstacles will gradually disappear, the only cause for regret being that a whole generation must pass ere decided results flow. It will be the children of those now learning who will best be unreservedly committed to our charge to be educated, and for the present there will be a perpetual struggle in the mind of the parent between the knowledge that "English is *Imperum*" and his own qualms of conscience and fears, which are unconquerable, because indefinite and unreasonable. As to the Bhāgulpore School, all its history is fully detailed in the Report, to which I have nothing to add, but that it is the best and largest in these parts, and though by no means perfect, is as well managed as most Schools. Baboo Gooroo Churn Mitter, though an invalid, during the greater part of the Session, has produced the usual number of Junior Scholars, and maintains his old reputation of being a diligent servant of Government.

Up to the month of August last, English alone was taught here, and the School decayed in consequence. It must be admitted, however, that other local causes tend to repress its growth, such as the unhealthiness of the climate, through fear of which many of the Amlahs leave their families at their own villages, and the scattered form of the Station which precludes the selection of a site convenient to all quarters. After the decease of the former Head-Master, Baboo Kherru Mohun Mookerjee from Tirhoot was promoted to the post, the remainder of the instructive

staff also is of less than one year's standing, and the Local Committee entirely new. I cannot expect the School to stand in the first rank, still it is steadily rising, and with a new house in a more convenient position, it may acquire 100 pupils. I concur in the Secretary's estimate of the Head-Master and Teachers generally, though I have had no great opportunities for forming an opinion, having only spent two days in the School in January last.

This School is held at Deundah, beyond Hazaribagh, in the Non-Regulation Provinces, and lies a long way from the rest of my work. It was my purpose, after finishing my travels for the cold season last past, to proceed by Dak to this place, but circumstances prevented me, and the School is unvisited. It can hardly be reckoned with the regular Zillah Schools, and might advantageously be converted into an Anglo-Vernacular or Intermediate School, as the attainments of the pupils have never been great. It is the only place where the Moosulman Students exceed the Hindoos, and bears on its Rolls two Coles in the total number sixty-seven—Hindoos twenty-three, Moosulmans thirty-one. Col's two, others eleven. No Report of the School for the last Session, beyond the usual Tabular Statements, was furnished by the Committee to my Office.

Never above mediocrity, this School remains much the same as before, except that having been a recipient of the bounty of the Patna School Society mentioned above, its numbers diminished when that fund ceased to exist. The instruction in it is good, but not very extended, and the Second Master, formerly employed in the Gya School, has efficiently aided Mr. Stamm, and since the resignation of that gentleman at the close of the year, has had the whole management. But experience confirms my idea formerly expressed, that being in a Military Cantonment, the School will not thrive, and I shall not recommend the extension of the Grant beyond the present term, unless,

which is very unlikely, the people resident around subscribe handsomely for its future maintenance. During the last quarter, a native gentleman, at the solicitation of Mr. Stamm, established a small English School at Suddessapore, about ten miles to the South of Dinapore, and the Third Teacher from Dinapore was transferred temporarily to manage it. When, after a few months' existence, it has taken a permanent shape, and proved its vitality, it will come up for a Grant-in-aid.

The extreme heat at the expiration of my journey through Arrah and Behar, prevented my proceeding to Durbhungah School. Durbhungah, to see the School there.

Jealousy of European interference has been so frequently manifested in it, that I question whether I should have done much good had I been able to go. It is at present only an expensive fancy of the Durbhungah Rajah, producing no benefit, but the School of the Maharajah of Bettiah, in Zillah Sarun, may soon rouse it to emulation. I have no report from Durbhungah for the last Quarter, nor can I remonstrate against its being withheld, and only now mention the name as it has occurred in my former Report. I proceed to notice the one just mentioned.

In August last, the Maharajah, at the instigation of Mr. Tayler, commenced the introduction of Schools on his estates, by establishing a School in three Departments, English, Persian, Sanskrit, with a Hindu Chatsal, at Bettiah, his usual residence. When in March last I visited it unexpectedly, having proceeded there by Dak, I found all the Schools ranged conveniently round the sides of a Court-yard, and examined them briefly in succession. The classification and organization of the English was equal to that of a Zillah School in its early stages, and the boys were well provided with books, slates, maps, and all the furniture of a School-room. They read and explained the little of Prose Reader No. 1 which they had gone through very satisfactorily, but were deficient in Arithmetic, and had not commenced Geography. The Masters already appointed will be able to carry on the School for

at least two years, before which time the founder purposes appointing some competent person to superintend the whole.

In the Persian classes many of an advanced age were reading Arabic and the higher Persian Literature, and were rather finishing their education, than regular Pupils, having been attracted by the reputation of the Teacher who is from Lucknow. So also in the Nagri School;—many of the elder ones were reading Sanskrit Grammar, Kanmadi, &c., but the classes in English consisted of young boys, with a few Nepalese. A small Library will be attached, and in it copies of all the works in Urdu and Hindi published at Agra will be placed for general use.

Besides this, the Maharajah has established six Chattras in large Villages, and is the chief supporter of the two Moulavis lately added to the Ohuprah Government School. He would also have gone to the expense of erecting a large building at Bettiah for his School there, but as the existing arrangement is excellent, and very close to the bazaar, and the new site necessarily more remote, I dissuaded him from doing so at present. I am happy to say that, on all occasions, the Maharajah has most liberally responded to every suggestion made to promote Education.

My previous Quarterly Returns have made special and individual mention of my Chattras, so that I may here dismiss them with the remark that, while on the one hand, they have not advanced to any standard which I proposed for the recently sanctioned Vernacular Scholarships, they have in Monghyr induced a great improvement in the Private Schools, where our books and system are now commonly adopted, and the lads regularly brought up for examination. The same result will follow quickly in other Districts.

I have in the early part of this Report made some comparison between the English Schools here and in Bengal: there are a few other points worthy of mention. As regards English Education, the great drawback now is, and for a long-time to come will be, the inferiority of the Masters, particularly in the lower classes. Some of these have been in their posts for many years, and having been frequently passed over in promotion, have long since become

apathetic, and all my efforts to induce them to read and come up for a Teachership Certificate have hitherto failed. Amongst the whole number of Teachers but two or three have Certificates, and though all have been warned that the holder of a Certificate would, by the Rules, be entitled to promotion over their heads, none have hazarded the test, even after my publishing my readiness to hold examinations in any month, and at any School, most convenient to the Candidates. I think, however, several are preparing against the contingency of being compelled to undergo the test, and in the event of their passing, others will follow with less hesitation. They feel tolerably secure now, knowing that an objection lies against the introduction of new hands from Bengal, who are unacquainted with Urdu, and those natives of Behar, who would be their competitors, easily obtain employment in the different Offices, with light work and on salaries ranging much higher than our Department offers, besides gaining a position and influence amongst their countrymen, not yet accorded to a School-master. If a few of those who have obtained a Certificate in Calcutta or at Dacca would acquire the Vernacular of this Province, they might advance much more rapidly here, where there are no rivals, than in overstocked Bengal.

A second hindrance, which is yet only partially removed, is the want of Libraries. In Bhagulpore, I found a copy of Webster's Dictionary, but the edges were uncut; in many other places no copy of that or a similar work is to be had. The Libraries in some Schools consist of the Education Reports alone. Elsewhere, the loss of a Volume a long time ago has practically sealed up the rest of the books. This has been the subject of a constant correspondence with Committees, and already Rupees 2,000 at Tirhoot, and Rupees 500 at Gya, have been set apart for the purchase of books, but much remains to be done.

Our Schools also are of slower growth. There is not nearly so much intercommunication in these parts, and large tracts, in lieu of being intersected by navigable rivers, are covered with hills and jungle. Bhagulpore, Monghyr, Behar, and Shahabad, all have

## INSPECTOR'S REPORTS

their Southern portions thus closed, and a like circumstance operates to some extent to produce a difference between the Schools of Eastern and Western Bengal. Moreover, there are, except at Bhagulpore, no Missionary Schools to serve as feeders to ours.

As to Vernacular Education, the people of these parts have much less intercourse with Europeans than in Bengal. This is of course not true of Tirhoot, where fully as many have settled in the interior as in Jessore or Pubna, but that District has not yet been worked, by reason of the smallness of the staff originally provided. The Chatsals established by my Deputy Inspectors are also the first Village Schools attempted, there having been only two of the 101 Vernacular Schools formerly set up in the interior of my Division, viz., at Shokhpura and Tegrah in Monghyr; and though these two fall with the rest, they have awakened a desire for Education, which makes our work easier, in the adjacent Villages. Amongst the Hindoos hereabouts, writing in the Kaithi or Surrafi character, the Multiplication Table, and a little Mental Arithmetic, is the extent of the Education usually attained; the Brahmins and Priests are rarely acquainted with Sanskrit, and notoriously ignorant. The Moosulman population may be more highly educated in their own fashion, but they are not far advanced or well inclined to our system, which Moslem-like they despise. However, matters have progressed favorably, all things considered, and, at the end of next year, I hope to chronicle a still more marked improvement.

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# PRESIDENCY COLLEGE-CALCUTTA.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. L. CLINT.

\*       \*       \*       \*       \*

The Students in the General Department were distributed  
at the beginning and end of the Session  
Internal Economy.

	June 2nd 1856.	April 30th 1857.
First year .....	99	79
Second year .....	40	31
Third ditto .....	5	7
Fourth ditto ....	2	0
	—	—
Total .. ..	146	117
	—	—

## LAW DEPARTMENT.

First year			41
Second year	}	.... 44	20
Third year			6
			—
Total .....		44	67
			—

The small number of Students in the three later years is partly attributable to the establishment within the period of this Report\* of a College of Civil Engineering.

In the third and fourth years, there were no Students, who, in the exercise of the option allowed them, made choice of Mathematics.

As the Students borne on the Roll's, as of the fourth year, were, from sickness or other causes, absent, there was virtually no fourth year for many months in the latter part of the Session.

Discipline is often understood as simply strictness of rule, but as maintained in a College, it should be considered the equivalent of learning, as it is used in the well-known expression:— "*In disciplina Mathematica et Physica.*" It should be accepted by teachers and pupils as a state of learning, or a state favorable to learning. It should also be presented as a question between teachers and pupils, old and young, and not viewed, as it is apt to be by the pupils in Government Colleges and their parents, as a question between two different races.

One part of discipline is good manners. If they are polite (not servile), they indicate the habit and desire of pleasing. If totally absent in a rank of life in which acquaintance with them is common, the circumstance indicates not only an indifference to pleasing, and in a pupil a want of deference which is a fault, but even an aggressive spirit, which last, as may be expected, often manifests itself in acts. These remarks are applicable, the Officiating Principal thinks, to the Presidency College, its connected Schools, and some other Educational Institutions.

It may be said that ceremony and manners are of no consequence, so long as the boys learn. But it may well be doubted, whether they learn what they would with a more docile spirit, and it will be admitted that amongst persons who have to spend many hours a day together, some degree of ceremony is required. Besides the practice habitually of disrespect to persons who would naturally be looked up to in a usual state of things, is a bad preparation for the world; and not that which a School (or College) ought to afford. It is a pity that all reverence should be destroyed in the season of youth—at that period of life at which it is natural and becoming.

As the Presidency College is recruited to a great extent from the Hindu and Colootollah Schools, the tone that prevails in those is necessarily introduced into the former Institution. There is, besides, still working the leaven of the old Hindu College. The two causes unite in producing a bad system of manners.

Discipline and good manners, as it is wished they should be understood, are considered wanting in the following instances, which are given merely for the sake of illustrating a point on which a man would not willingly have his meaning misconceived, if, when the Principal goes to visit a School, the boys who, in School hours, are wandering about the play ground, or leaning against the pillars or door-posts, immediately rush into the School to awaken sleepers and produce a momentary appearance of order, it is a sign of want of discipline. But the case is still worse if they receive him with a rude stare, and follow him into the School, merely to see what he will say, do, or look at. It is also worse, if the first boy he meets at the gate takes that opportunity of spitting, and then, instead of being ashamed of himself, looks fixedly at the visitor to add significance to the act : one that has far more meaning attached to it in the East than in Europe. To say also that there is a want of discipline when, after the time of opening a School, not half the boys (of some class) are present, because the hour is devoted to an authorized study, which they do not choose to attend, is only to say what all will agree to, whatever they may think of the other instances. But in reality, discipline cannot be violated in one instance without suffering in many others.

It is presumed that good manners are not shown where the practice of hawking and spitting on the floor and walls of the class-room prevails,\* or where any one, confiding in the general spirit of the place, comes before an official superior with his mouth uncleared of *paan*, or where, when pupil and teacher meet, the latter is the one that must yield ; or where a pupil, during the hour of Lecture, withdraws his attention from the Professor, to give it to a servant who has brought a parcel. These are but instances of a general want of observance.

\* The amiable and accomplished Captain Richardson had to issue an order against this practice, so opposed to the refinement which Education ought to bestow. The notice is still to be seen in the Order Book of the Hindu College.

With respect to mere forms or ceremonies, it might be as well if the pupils at their first meeting with their teacher were to acknowledge it by a "good-morrow," and if they did not entirely banish the use of the word "sir," or any equivalent from their vocabulary; and if, in short, there were some regard paid to the character and authority of a teacher. There can be no equality in a school: difference of age and attainment forbid it, to say nothing of the relation voluntarily adopted by one of pupil to the other party.

The corruption of manners among Students has of course its effects on the servants looking on. In fact the question is not merely between pupil and teacher. A third party, the unlettered spectator, who can only understand outward forms, is also most unfavorably influenced.

In general, it may be supposed that a man of liberal education, engaged in the duties of a Professor, would rather not see these things. He may be afraid of being taken for a pedagogue, or of entertaining too much questions affecting his own dignity; but some are of opinion, that much harm has been done in ignoring or neglecting such manifestations, and the writer of this Report is one of them.

One of the consequences of laxity of discipline is the well-known practice of pupils or students absenting themselves in a body from their lessons or lectures, as the case may be. Such conduct would not be repeated, if followed, in the next instances, by dismissal: another consequence is a general failure of obedience. Pupils will, on receiving an order, do anything but obey it. This was particularly noticeable at the late Examinations, when many were brought together.

On the subject of manners and forms, the following quotations from a recent work of Archbishop Whately's support the views expressed above. In the last paragraph a few words are omitted to avoid encumbering the sense with what is not wanted on this occasion; and it may be observed that the passage, though

all from one piece, do not form one continuous whole ; but nothing on the opposite of the question is omitted :—

“ Good manners are a part of good morals ; and when form is too much neglected, true politeness suffers diminution ; then we are obliged to bring some back, or we find the want of them.

“ Mankind are not formed to live without ceremony and form.

“ Many are continually setting up for the expulsion of ceremonies from this or that, and often with advantage, when they have so multiplied as to grow burdensome ; but, if ever they have carried this too far, they have been forced to bring back some ceremonies. Upon the whole, we may conclude that ceremony and form of every kind derive their necessity from our imperfection.

“ Again, if we were all perfectly benevolent, good-natured, attentive to the gratifying of others, &c., we might dispense with all the forms of good breeding ; as it is, we cannot—we are not enough of heroes to fight without discipline. Selfishness will be sure to assail us if we once let the barriers be broken down.

“ But though we may deservedly congratulate Society on being able to dispense with this or that ceremony, do not let us be in a hurry to do so, till we are sure we can do without it.

“ The opposite extreme of substituting the external form for the things signified is not more dangerous or more common than the neglect of form. It is all very well to say there is no use in bidding good-morrow to those who know I wish it ; all this sounds very well in theory, but it will not do for practice. Scarce any friendship, or any politeness, is so strong as to be able to subsist without any external supports of this kind ; and it is even better to have too much form than too little.” (*Whately's Edition of Bacon's Essays*, page 463.)

It would be doing injustice to those pupils of the Presidency College with whom the Officiating Principal has been in daily contact, not to acknowledge that, on the impropriety or

omissions above referred to (and others) being pointed out to them, they were discontinued, and there is no doubt that a gentle pressure, kindness supported by authority, and due influence, would produce the same effect in other quarters. But it should be clearly understood, that all Officers of the College and connected Schools would be supported in the exercise, without malice, of the authority a Master is acknowledged to possess, and that he would not afterwards be mixed up on an equality with his pupil as defendant in an appeal. Masters should be supported as long as they hold their places; if from any cause not fit to exercise authority, they should be dismissed or tried again in another place. If no better can be got, it would be advisable to encourage private Schools, in which laxity of rule and deprivation of manners will be of less consequence than in Government Institutions.

\* \* \* \* \*

The Examination of the General Department commenced, with necessary regard to the University Examination, on the 23rd March.

Examination—General Department.

#### THE FOURTH YEAR.

This year was not represented at the close of the Session and consequently there could be no Examination; but the following Report on one of the classes which Dr. Walker was so good as to furnish is submitted:—

#### *Report on the Class of Animal Physiology in the Presidency College.*

"Twenty Lectures were given, of which eight were delivered to the Presidency College students alone and twelve to the Students of the Presidency and Medical Colleges jointly.

"Six Students attended at the commencement of the Course, but of these only one (Guru Doyal Sing) remained to the end, and he has since withdrawn from the College. No Examination, therefore, of this class can take place in the present Session."

## APPENDIX A.

### THE THIRD YEAR.

*No. of Students 7.—Present at Examination 5, except in Chemistry, at which Examination only 4 were present.*

Was examined by the Officiating Principal, Professors Jones, Grapel, Halleur and Cowell.

*Physical Geography.*—The Officiating Principal reports a fair average Examination has been passed by the third year. The Students collectively obtained a small fraction above four-tenths of the whole number of marks obtainable. Chundernath Moitry and Judunath Bose, who obtained respectively 32 and 25 marks out of 50, deserve mention. Their answers are well expressed in point of style and show a fair acquaintance with the book they have studied.

*Chemistry.*—Dr. Halleur forwards the questions, and reports:—

“ I am in general well pleased with their answers, which fully set forth that they have understood the subject, although there is a want of precision in expression and a misapplication of terms, which may perhaps have been caused by their not writing in their own language.

“ In adopting fifty as the full number, I would place the following marks to their answers:—

Sreeschunder Ghose	..	..	..	..	40
Judunath Bose	..	..	..	..	34
Dwarkanath Banerjee	..	..	..	..	32
Parbutty Comar Mitter	..	..	..	..	21

*History.*—Professor Cowell set the questions. Several of them requiring rather long answers, the pupils had not time to finish their papers, which of course diminished the number of marks. The highest, Chundernath Moitry, obtained 66 marks out of 100. As the lowest obtained 58, it appears that they passed a very good Examination.

*Mental and Moral Science and Logic.*—Mr. Jones examined. By the return he furnished, it appears that the first Student, Judunath Bose, gained 67 marks out of 100, and the last 50.

The third year must be examined to have also passed a very good Examination in this subject.

*Literature.*—The first three Students are Dwarkanath Banerjee, Judenath Bose, and Badhagobindo Monroy, who gained respectively 70, 78, and 72 marks out of 100, a very satisfactory result. The two remaining Students gained 50 and 48 marks.

#### THE SECOND YEAR.

Having been examined for Senior Scholarships, is not reported on in this place.

#### THE FIRST YEAR.

*No. of Students 76—Present 73.*

The Examination was by printed papers.

*English Literature.*—Mr Grapel examined in this subject. The marks vary from 20 to 87 out of 100, but only 17 out of 73 have less than half marks.

*Mathematics.*—The Officiating Principal examined. The highest numbers obtained were 43.5 and 43. Two Students obtained no marks, and others a very few units. The attendance on the lectures of the energetic and skilful Assistant Professor was not so good as it ought to have been, and those who have failed must take the blame to themselves.

*History.*—Mr. Cowell examined. The highest marks are 76 and 76 (one in each of the Sections A. and B.): 42 out of 72 gained more than half. The Examination of either Section must be considered very good.

*Bengali.*—This was the only Vernacular of the country in which an Examination was held. The highest number allowed is 64.5, which appears in each Section, and many come very near it. Twenty-four have obtained more than half marks, and only seven less than one-third.\*

\* This class is instructed by Baboo Ram Chunder Mitter, who has always shown the greatest alacrity in taking the class of any Professor or Assistant Professor who might be absent, and whose steady, efficient, and punctual discharge of his own duties deserves particular mention.



The object of this Examination was to ascertain the names of the holders of Junior Scholarships & to return those rewards.

The result is as follows:—

1. Tarannath Dutt .. .. .	Retains.
2. Peary Mohun Banerjee .. .. .	Ditto.
3. Anondololl Sein .. .. .	Ditto.
4. Callicadom Dutt .. .. .	Ditto.
5. Nohn Cannder Gangoly .. .. .	Ditto.
6. Judunath Chatterjee .. .. .	Ditto.
7. Kistololl Mozumdar .. .. .	Ditto.
8. Omesh Chunder Sircar .. .. .	Ditto.
9. Sarada Persad Bose .. .. .	Ditto.
10. Dinnoonath Mookerjee .. .. .	Ditto.
11. Rajendernath Roy .. .. .	Ditto.
12. Nohn Kissen Mookerjee .. .. .	Ditto.
13. Pearymohun Mookerjee .. .. .	Ditto.
14. Chundermohun Doss .. .. .	Forfeits.
15. Tara Persunno Mookerjee .. .. .	Ditto.
16. Dinnoonath Dutt .. .. .	Ditto.
17. Soorjeenarayan Sing .. .. .	Ditto.
18. Doorgamohun Doss .. .. .	Ditto.
19. Sarada Persad Sundel .. .. .	Ditto.
20. Doorgadoss Dustedar .. .. .	Ditto.
21. Soorjee Comar Chatterjee .. .. .	Ditto.
22. Biresor Bose .. .. .	Ditto.
23. Omesh Chunder Ghose .. .. .	Ditto.
24. Rajendernath Bose .. .. .	Ditto.
25. Raj Kisto Sen .. .. .	Ditto.
26. Hurrish Chunder Mitter .. .. .	Ditto.
27. Ombica Churn Bose .. .. .	Ditto.
28. Tylockonath Lubeery .. .. .	Ditto.
29. Brejonath Goopto .. .. .	Ditto.
30. Tylockonath Chatterjee .. .. .	Ditto.
31. Nilkant Banerjee .. .. .	Ditto.

82. Suban Bukah .. .. .	Forfeits.
83. Obhoyamund Doss .. .. .	Ditto.
84. Surat Chunder Chatterjee .. .. .	Ditto.
85. Kasim Ali .. .. .	Ditto.

The Gymnastic Class has been discontinued. The Principal reported in reply to enquiries made by the Director of Public Instruction, that there was a difficulty in finding a convenient hour in the hot and rainy seasons, but no change in the rules or system of rewards was necessary. It was decided to continue the class in the cold weather, but when that season arrived, M. Montigny was no longer in Calcutta.

#### LAW DEPARTMENT.

The first and second years were examined by Mr. Jones, the second year in Mental and Moral Philosophy and Logic, and the third in the two latter subjects: 163 was the highest number obtained out of 200 by the first year; 11 out of 37 gained more than half marks; 11 obtained less than one-third.

In the second year, 248 out of 300 was the highest number and 99 the lowest: 10 out of 20 obtained more than half marks.

Mr. Grape, Professor of Jurisprudence, examined the first and second years in that subject. The per-centage of marks obtained is from 40 to 98. Out of thirty-five students, twenty-three have obtained more than half marks.

In the second year, the per-centage obtained is from 65 to 95, the latter having been gained both by Mr. Forbes and Baboo Hurryhur Mookerjee.

The Report of the Law Department will be continued when the remaining Returns are furnished by the Examiners.

# COLLEGE OF MOHAMED MOHSIN AT NOOGHLY.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. R. THWAYTES, B. A.

## ENGLISH DEPARTMENT

The Tuition Fees collected between the 1st of May 1856 to the 30th April 1857 amounted to Rupees 14,706-8-0. The fees collected between the 1st May 1855 to 30th April 1856 amounted to Rupees 12,537-11-0. There was been an increase of tuition fees during the past year of Rupees 1,862-15-0.

On the 30th April 1857 there were, on the Rolls of the English Department of the College and the Collegiate School, taken together, 469 pupils, and on the same month of the present year (1857), 474, which shows an increase of six in the number of pupils during the year. The daily average attendance of the pupils of the present was 413, and for the past year 355.

The following is a list of the pupils of the English Department who have left the College during the year:—

- |                             |           |   |
|-----------------------------|-----------|---|
| 1. Sham'sall Sahib          | 10th Year | Student.—Mathematical Teacher, Montague's School, Calcutta. |
| 2. Homeshchandra Chatterjee | 11th      | 3rd Teacher, Anglo-Hindu Department, Hooghly Madrasah.      |
| 3. Kalichurn Gupta          | 3rd Class | Offg. Head Master in Shantinipolee Aided School.            |
| 4. Tarakchunder Banerjee    | 11th      | Extra Writer, Chief Engineer's Office.                      |
| 5. Brokhrish Chatterjee     | 11th      | Head Master of an Aided School at Sourah, near Calcutta.    |

6. Doorgachurn Mookerjee .. 3rd Year Student, Head Master of an Aided School at Bullatee.
7. Nobinkisore Shome .. ditto—Ditto ditto at Dwarbasheeneo
8. Woomeshchunder Chatterjee. ditto—2nd Writer, Garrison Engineer's Office.
9. Chundersekhore Banerjee .. ditto—Head Master of an Aided School, at Shershoor, near Rancegunge.
10. Mothoornauth Burmono .. 2nd ditto—Teacher of an Aided School at Jonye.
11. Girishchunder Mitter .. ditto—Head Master of an Aided School at Bancoorah.
12. Chundercoomar Mookerjee.. ditto—Writer in Mr. Shelly's Office, Calcutta.
13. Ka'lesprasono Mookerjee .. ditto—Writer in Messrs. Pehmoller & Co.'s Office, Calcutta.
14. Mohendronauth Mookerjee. 1st ditto—Teacher, Beerghoom School.
15. Jodoonauth Banerjee .. ditto—2nd Teacher of an Aided School at Conenaghar.
16. Hurrydoss Roy .. ditto—Writer in a Mercantile Firm.
17. Haranchunder Mozaundar.. ditto—Writer in the Treasury.
18. Udharachunder Bhur .. ditto—2nd Teacher of an Aided School at Contal
19. Jageshchunder Roy .. ditto—Writer in the Railway Department.
20. Madhubchunder Doss .. ditto—5th Master, Puhpa School.
21. Woomeshchunder Banerjee.. ditto—Teacher of an Aided School, Ilchoba Moolnyee
22. Koomodachurn Bose .. 3rd ditto—Transferred to the Civil Engineering College.
23. Bunkimchunder Chatterjee.. ditto Presidency College.
24. Radhikaprosand Chatterjee. ditto Medical College.
25. Bhoobunchunder Mookerjee ditto Presidency College.
26. Mohendronauth Banerjee .. 2nd ditto Civil Engineering College.
27. Kristochunder Roy ditto Presidency College.
28. Woomeshchunder Mitter ditto Civil Engineering College.
29. Soorutchunder Ghose ditto Ditto.
30. Jodoonauth Seal ditto Ditto.
31. Bhubnumohun Barral ditto Ditto.
32. Prosonogopanl Bose ditto Medical College.
33. Shoobulchunder Mullick ditto Civil Engineering College.
34. Ramlal Ghose 1st ditto Medical College.
35. Woomachurn Ghose ditto Presidency College.
36. Rajendronauth Roy ditto Ditto.

37. Rujjoneenauth Banerjee	1st Year Student, Medical College.
38. Rajendro Pockite	3rd ditto No employment.
39. Jadobchunder Roy	ditto Ditto.
40. Neelmadhub Banerjee	2nd ditto Ditto.
41. Shumbhuchunder Roy	ditto Ditto.
42. Jodoonanth Paulit	ditto Ditto.
43. Henry Graves	ditto Ditto.
44. Histochochunder Ghose	ditto Ditto.
45. Nobotoomur Bhur	ditto Ditto.
46. Gobindchunder Chuckerbutty	ditto Ditto.
47. Denoonanth Paul	ditto Ditto.
48. Koylaschunder Roy	ditto Ditto.
49. Harrochunder Roy	ditto Ditto.
50. Russickall Mitter	1st ditto Ditto.
51. E. Twidale	ditto Ditto.
52. Moteelall Ghose	ditto Ditto.
53. Babooram Banerjee	ditto Ditto.
54. Prosonocomar Roy	ditto Ditto.
55. Nosoorchunder Dutt	ditto Ditto.
56. Rajnarain Seal	ditto Ditto.
57. Luckhiparain Ghose	ditto Ditto.
58. Woomeschunder Chatterj	ditto Ditto.
59. Rajnarain Dey	ditto Ditto.
60. Shamadoas Mozoombar	ditto Ditto.
61. Okhoychunder Roy	ditto Ditto.
62. Moteelall Dutt	ditto Ditto.
63. Gungadhur Mookerjee	ditto Ditto.
64. Nishchintonauth Ghose	ditto Ditto.
65. Suttochurn Mookerjee	ditto Ditto.
66. Kanielall Paul	ditto Ditto.
67. Sheikh Rubeen Buxhab	ditto Ditto.
68. Nobinchunder Roy	2nd ditto Ditto.
69. Gopoenanth Banerjee	ditto Ditto.
70. Bhobasokha Mookerjee	1st ditto Dea
71. Porumchunder Mitter	ditto—No employment.

A few words of explanation may be deemed necessary, why so many Students left the College Department during the last year. Many causes combined to bring about this result. I will mention one or two.

1. During the past year, a great number of Grant-in-Aid Schools were established in this District. It is well known, so great is the aversion of the Hindu Student to leave his home and friends to seek employment, that he seldom will refuse a situation in or near his native village, however small the salary attached to it may be. This peculiarity in the Hindu character led most of the Students who held Teachership Certificates to seek employment in the Grant-in-Aid Schools established in the neighbourhood.

2. The facility of obtaining Teachership Certificates tended considerably to increase this class of ex-students.

3. There is no doubt that the change in the course of studies for the third and fourth-year Students made some of them seek employment earlier than they would have done.

4. The proximity of this College to the Metropolis induces many of its Students to seek a professional education.

5. At the last Junior Scholarship Examination, many Students got promotion to the College Department, who were afterwards found not sufficiently advanced to read the first-year subjects, and as a natural consequence were, during the year, struck off, either for arrears of Schooling Fees or for irregular attendance.

The Examination of the first-year Students of the College commenced on the 30th March, and was conducted by the Officers of the College.

Out of eight Junior Scholars, five were recommended to retain their Scholarships for another year.

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## **DACCA COLLEGE.**

### **FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. W. BRENNAND.**

\* \* \* \* \*

The amount of Schooling Fees, including fines, realized in the College and Collegiate School from May 1856 to the end of April 1857, was Rupees 8,812-14-0: the amount collected during the year 1855-56 was Rupees 7,423-10-0, and hence, notwithstanding that the number on the Rolls was not so great in the last Session as in the former, there has been a clear increase of income on account of fees of Rupees 1,389-4-0.

\* \* \* \* \*

As was expected, from the introduction of the higher rate of Schooling Fees, which took place at the beginning of the Session, there has been a falling off in the number of Students of the College and of the School, from 455, the total number on the Rolls in April 1856, to 385, the number in April 1857. The services of the two supernumerary Teachers, who had been employed during the preceding year, were consequently dispensed with, and the class-rooms are not now crowded in the same degree as they were formerly.

It is not however to be supposed that, while the increase to the Schooling Fees has caused a diminution in numbers, it has in any degree checked the increasing demand for education, for there has in reality been a very great increase to the total number receiving instruction in English in Dacca. In two Elementary Schools alone, which owe their existence in a great measure to the raising of the College Fees, and which have been established a little more than a year, there are now, upwards of 200 pupils.

The effect, therefore, of raising the fees in the Collegiate School has been to encourage the establishing of other Schools,

which, notwithstanding the smallness of the fees charged by them and the limited income derived from this source, have been hitherto nearly self-supporting. Hence also means have been afforded for the accommodation and for the instruction of a great many boys, who could not have been admitted to the Collegiate School without an increase to the building and to the number of Teachers.

The Examinations of the first and third-year Students of the College were conducted by Mr. Brennand, Mr. Tydd, and Mr. Harris.

Mr. Harris says :— "I examined the third-year class of the College Department in Literature, in Shakespeare, and in Bacon's and Macaulay's

Third-year Class.

Essays, and was much pleased with the papers of all the Students, who acquitted themselves in a manner that left nothing to be desired. Without exception, their answers were distinguished as much for their accuracy as for their fulness, for their indications of thought as for their correctness of expression. The class could not well have done better."

Mr. Tydd says :— "From the marks gained by the Students of this class in History, it will appear, that had the Examination been public, they would have retained that reputation which they had last year in this branch of their studies."

The replies to the questions in Physical Geography were very good, especially those of Kasseekunth Mookerjee, and although only about four months had been devoted to the study of Inorganic Chemistry, the amount of knowledge displayed by the Students in this subject was exceedingly creditable.

Mr. Tydd, who examined the first-year class in Literature, reports as follows :— "The Students of this

First-year Class.

class have passed a satisfactory Examination in English and Vernacular Literature, and I think a majority of them will be qualified to compete for Senior Scholarships at the end of the next Session."



Mr. Harris says :— “ Of the Examination of the first-year Students in the History of England, I have also to report in a favorable manner. The answers, with but few exceptions, were very creditable to their industry, and evinced, besides a good knowledge of facts, the exercise of thought regarding them. But I regret to add that, as far as their composition is concerned, the Students of this class are sadly deficient in a knowledge of orthography, and in putting into practice the most ordinary rules of Syntax. The simplest words were often mis-spelt, and a sentence grammatically constructed was a rarity seldom to be met with in their papers.”

In Geometry, Algebra and Trigonometry, these Students have also made satisfactory progress.

# KISHNAGHUR COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,

MR. J. GRAVES, M. A.

The Local Committee have met nine times for transacting public business during the last Session, and the names of the Monthly Visitors are Messrs. Skinner, Lushington, Palmer, Pratt and Elliot, and Baboo Ranilochun Ghose.

There is every reason to believe that the College stands high in the estimation of the people of Kishnaghur and the neighbouring places. Parents and guardians send their sons from distant villages to study in the College. At the commencement of the Session, the Kishnaghur District was visited with cholera. Whole villages were almost depopulated, numbers of the College students were carried off, and many others panic-struck left the District, and have never returned again. This will account for the falling off in the numbers on the College Rolls.

Students.

The Students are attentive to their studies and obedient to their Masters.

Two third-year College Students left the College to join the Law Department of the Presidency College, one of whom carried with him a Senior Scholarship of 20 Rupees a month; also one second-year Student joined the Civil Engineering College at the Presidency, carrying with him his Scholarship of 8 Rupees a month.

The second-year College Students, and the boys of the 1st School Class, were examined in the Senior Examination.

and Junior Scholarship Questions respectively; and the Examinations of the first-year College Class and

the School Classes were conducted by Mr. Lodge, Mr. Bradbury, Mr. Beatson, Baboo Omeshchunder Dutt, and the Head Pundit.

The first-year Students were examined by Mr. Lodge in Literature and Mathematics, and by Baboo Omeshchunder Dutt in History and Bengali. The Examiners have appended no remarks to their Reports, but from the number of marks given, eight or ten boys may be said to have acquitted themselves very well and to have deserved promotion.

## BEE HAMPDEN COLLEGE.

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### FROM THE REPORT OF THE OFFICIATING PRINCIPAL. MR. A. SMITH, M. A.

It was anticipated that the College Rolls this year would have exhibited a considerable increase upon the numbers of last year, but such anticipation has not been realized. The reason of it is a very simple one, and one which is by no means inconsistent with a general desire for education on the part of the Natives, and with the actual extension of it. During the past year, through the agency of the Inspector of Schools, Vernacular and Anglo-Vernacular Schools have sprung up in the surrounding Districts, and one of these exists in the heart of the Town, numbering from 100 to 150. The immediate effect of this is, of course, to prevent that steady increase in the numbers of the College boys alluded to above, and although not many instances have occurred of boys being removed from the College to any of these Schools that happened to be close to their homes, and so afforded them the means of instruction at their own doors and at a lower charge, yet very many little boys have been placed at these new and more conveniently situated Schools, who would otherwise have received their education in the College. This cause will no doubt continue to affect the number of pupils on the College Rolls for some time to come; but less so after the lapse of three or four years probably than at present, as in many cases the Schools will have been resorted to for the sake of rudimentary instruction

to be extended and carried forward to a state of greater completeness within the walls of the College.

A more than usual amount of sickness prevailed in the Bazaars for some weeks at the close of the year, and the College lost by deaths as many as eight or nine Students, but the setting in of the cold season gradually restored the attendance to its ordinary state.

It is worthy of remark, that no sensible effect was produced upon the general regularity of attendance by the alarm created by the threatening attitude of the Troops lately quartered in the Station. The business of the College proceeded with its accustomed order, the studies engrossed their usual amount of attention, though the excitement out-of-doors was intense; and so alive did even those of the mutineers who had boys at the College appear to be to the advantages their boys were receiving from that very Government they were in arms to resist, that they continued their boys at the College up to the very evening of their departure from the town. It is due to them to remark, that with one exception, on removing their boys, they observed the usual form of *requesting permission* to withdraw them, and the College then had to part with some of its best conducted, cleanest, most regular, and attentive Scholars.

An order has lately been given for the purchase of books, English and Vernacular, to the value of Rupees

The Library.

500. This, added to Rupees 1,858 already expended in this manner, gives a total of Rupees 2,858, invested in the furnishing of a Library, which continues of vast utility and interest to Masters and pupils, and the liberal monthly Grant now definitively allowed by Government for its further enlargement will afford the means of procuring for it a supply of the best modern publications in the various branches of learning, as well as a collection of standard authors and books of general reference. Its utility and importance, already unquestionably great, thus fostered, will be continually on the increase.

To meet the deficiency alluded to in the last General Report, in respect of Philosophical Apparatus, a correspondence, commenced by the late Principal with H. Schlangentweit, Esquire, for the purchase of the requisite Instruments in Europe, where they may be had of the most approved construction and least cost, consistent with nicety of make, has been continued by his acting successor. And it is expected that the result will be, that the College will be enriched by the acquisition of Instruments to the value of Rupees 1,200. At the close of last year, the Principal of the Madrasah College was solicited by the Director of Public Instruction for the temporary loan of certain specified apparatus which was lying idle at the Institution under his charge, for the use of the Berhampore College, but the request does not appear to have been as yet regarded.

The Committee met for the discharge of business regularly each month up to the commencement of the vacation, and several gentlemen among them, with the view of rewarding conspicuous merit among the Students, as evinced in the successful prosecution of some particular branch of learning, and further as a means of making known to the boys the interest they feel in their advancement and welfare, contributed Rupees 80, to be expended in the purchase of Prize Books, in addition to those annually offered by Government. Two of these offered for writing, an acquirement hitherto little regarded, have called forth the happiest efforts on the part of the classes generally.

The results of the late Scholarship Examination have not yet been officially declared, but an Examination of a character new to the College took place in November last, open to candidates from the surrounding Districts, including that in which Kishnagpur College stands. At this Examination for candidates for employment in the Education Department, eleven presented themselves, four of them being Students of the Berhampore

Philosophical Instruments.  
Special Prizes.  
Scholarships and Teacher-ship Certificate-holders.

College. Six were successful in obtaining Certificates, and among them were the four Berhampore boys.

Appended is a list of those boys who have quitted the College during the year to seek for employment, with a description of the nature of their present appointments :—

1. Rajcoomar Roy—Formerly second-year Student, obtaining 2nd Grade Teachership Certificate, was appointed Head-Master of the Government Anglo-Vernacular School, at Coomar Moha, on a salary of Rupees 50 per month.

2. Rajchunder Sanyal—Second-year Student, appointed Translator in the Judge's Court, Dinapore, on a salary of Rupees 80 per month, subject to confirmation by Sudder Court.

3. Annundloll Gangoolee—Naib Peshkar in the Court of the Principal Sudder Ameen, Berhampore, on a salary of Rupees 8 per month.

4. Clunder Coomar Sanyal—Appointed (provisionally) 2nd Writer in the Collectorate of Pubna, on a salary of Rupees 40 per month.

5. Kallipershad Sanyal—Provisionally appointed Head-Master of the Anglo-Vernacular School at Gowash, on a salary of Rupees 50.

6. Mutyloll Gangoolee—Record-keeper in the Office of Deputy Magistrate for Suppression of Dacoity at Berhampore, salary Rupees 12.

7. Protapchunder Roy—Writer in the Collector's Office, salary Rupees 15.

Punctuality of attendance, and devotedness to their duties, has in general characterized the Masters during the late Session, and as a natural result, their labours are duly appreciated and their classes prospering.

Another year has elapsed, but it is not yet the happiness of the Officiating Principal to be able to point to the new Collegiate building so earnestly looked forward to by the Native Community, nor even to any

rising structure. A recent communication, however, from the Director of Public Instruction, conveys the intelligence that the subject is under the immediate consideration of the Supreme Government, and that the necessary estimate has been included in the Budget of the present year. It cannot, therefore, admit of much doubt that the next Annual Report will have to record the active progress of building operations.

The College appears at length to have acquired a character of stability and permanent usefulness, and to have rooted itself in the hearts of those for whose benefit it was designed, and any calamity that menaced its existence, or threatened to impede its usefulness, would certainly be viewed by them with no ordinary or transient emotions of pain and sorrow.



## MEDICAL COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
DR. T. W. WILSON.

The following is a list of the pupils of the English Class at the close of the Session :—

Stipendiary Students, at 8 Rupees each per month . . . .	15
Scholarship-holders, at 12 Rupees ditto . . . . .	23
Free Students . . . . .	69
Ceylon Student . . . . .	1
Subordinate Medical Department . . . . .	11
Total . . . . .	119

Of the Natives, one is Mahomedan and the remainder Hindoos. Of the latter there are :—

Brahmins . . . . .	20
Bankers . . . . .	3
Boidos . . . . .	13
Ahooree . . . . .	1
Koystos . . . . .	28
Kurmokar . . . . .	1
Weavers . . . . .	2
Modoke . . . . .	1
Butgopes . . . . .	3
Nooree . . . . .	1
Total . . . . .	72

In the Military or Hindustani Class, there are 106 pupils upon full pay of five Rupees, two free students, and ten stipendiary

pupils from Assam, making in all 118. Of these 103 are Mahomedans and 15 are Hindoos. Of the Hindoo Students there are:—

Gops .. .. .	1
Brahmins .. .. .	3
Koystos .. .. .	5
Chuttries .. .. .	3
Kuormees .. .. .	5
Chumar .. .. .	1
Total.....	15

Seventy-six pupils are Natives of the North-Western Provinces and Assam, and forty-two of Bengal.

In the Bengali Class, there are forty-nine stipendiary pupils upon the full pay of five Rupees and thirty-nine free students, making in all eighty-eight. Of these eighty-five are Hindoos, one is a Mahomedan, and two are Christians. Of the Hindoo Students there are:—

Christians .. .. .	2
Koystos.. .. .	17
Brahmins.. .. .	37
Boidos .. .. .	18
Banker .. .. .	1
Sutgopes .. .. .	11
Weaver .. .. .	1
Mahomedan .. .. .	1
Total.....	88

4. The most important event of the past year, connected with the history of the Medical College, the effect of which has as yet to be developed, has been the establishment of the Calcutta University for the purpose of granting Honors and Degrees.

Several modifications of the Curriculum of Medical Education have thus been rendered necessary to meet the requirements of the University.

5. It would be premature to do more than allude to changes mostly under discussion, and which will fall to be recorded in succeeding Reports. Lectures on Zoology have been in consequence added to the Curriculum, and one course of twenty-eight has been given by Professor Walker. Other changes under consideration cannot have effect till the commencement of the ensuing Session. This year the first Pass Diploma Examination of the Medical College third-year Students is taken up for the first Examination of the University second-year Students.

6. The Hindustani and Bengali Departments of the College have been favorably reported on. These Departments have lost the services of a very useful man, one who became remarkable in his day from having been the first Hindu who *openly practised* dissection and *publicly demonstrated* Anatomy from the human body. Though little in the present day may be thought of this circumstance, there can be no doubt that it was one main foundation on which has been built this Medical College, which is becoming so important a School for Native youth.

Babeo Muddoosoodun Goopta, Lecturer on Anatomy to the Bengali and Hindustani Students, after twenty-two years' service in the College, died on the 15th November 1856. To him a debt of gratitude is due by his countrymen. He was the pioneer who cleared a space in the jungle of prejudice, into which others have successfully pressed, and it is hoped that his countrymen appreciating his example will erect some monument to perpetuate the memory of the victory gained by Muddoosoodun Goopta over public prejudice, and from which so many of his countrymen now reap the advantage. The place of Muddoosoodun Goopta has been filled up by Sub-Assistant Surgeon Tameen Khan, a Native of intelligence and promise.

7. Regarding the Students of the Military Class of Native Doctors, an important order of the Government has been promulgated, giving a preference in nomination as Students to the College to such candidates as have a knowledge of English, and also declaring a bonus of 250 Rupees to all competent to pass an Examination in that language, at the completion of their Medical Studies.

11. The Reports of the Professors on their particular Departments are generally satisfactory, and are herewith appended.

The Professor of Medicine reports that he is well satisfied with the conduct of the pupils of this class. With very few exceptions, the attendance was most regular. He finished the course of Lectures on Medicine by giving thirty-seven Lectures, which, added to those delivered by his predecessor, the late Dr. J. McBae, made up seventy-four Lectures. The Hospital attendance of the pupils of the English Class was satisfactory.

The pupils of this Class answered remarkably well at the final Examination. The Professor of Medicine considers that their knowledge was most creditable to the exertions of Baboo Prosunno Coomar Mitter, who has evidently taken great pains with them.

The pupils of this Class also answered well at the final Examination.

The Hospital attendance of these pupils has been more regular than it was formerly, and was on the whole satisfactory.

Professor O'Shaughnessy reports that the general conduct and progress of the Surgical Class have been satisfactory. He did not award the Medal to any pupil, but the first Certificate of Honor and the Dresser's Prize to Mr. Mills.

**Professor Woodford** reports that he is satisfied with the general attendance of his Class. He is sorry to say that he cannot award a Medal this year, but the first Certificate of Honor is given to **Mr. H. A. Kidd**.

Report of the Professor  
of Medical Jurisprudence.

**Professor Walker** reports that the progress of Students of the Class of Anatomy and Physiology, and that of the Students of the Dissecting Classes, English, Hindustani and Bengali, has been satisfactory.

Report of the Professor  
of Anatomy and Physio-  
logy.

**Professor Walker** reports that, during the present Session, a course of Comparative Anatomy has for the first term been delivered in the College.

Report of the Professor  
of Comparative Anatomy  
and Zoology.

The order for the fourth-year Students to attend this course having been received a few days previous to the Christmas Holidays, the Lectures were commenced on the first Tuesday after the vacation. Twenty-eight Lectures were delivered, and the progress of the Students was satisfactory.

**Professor Harrison** reports his entire satisfaction with the conduct and proficiency of the English Class, and with the great progress manifested in the Bengali and Hindustani Classes.

Report of the Professor  
of Descriptive and Surgical  
Anatomy.

**Professor Macpherson** reports that the greater portion of the course of Lectures on this subject was given by **Dr. Goodeve**, the introductory and the concluding ones only by him. He is therefore not so well acquainted with the Class as if he had been longer with it.

Report of the Professor  
of Materia Medica

On the whole, the Students were regular in their attendance and attentive while present, and the Examinations, during the progress and at the close of the course, showed that a great portion of the Students knew a good deal on the subject. Their practi-

## MEDICAL COLLEGE.

and was not so good as their theoretical knowledge. He was pleased with the Examinations of the Hindustani and Bengali Classes, particularly the latter. Almost the whole Bengali Class was well up in the subject, and not very many in the Hindustani Class had to be rejected. Both Classes must have been very carefully instructed, and the only matter of regret was that English should have been so little known to them. Even in the case of the Bengali Class, no fewer than eight being utterly ignorant of that language.

Report of the Professor  
of Midwifery.

Professor Wilson reports that he is satisfied with the conduct and general attendance of his Class.

Report of the Professor  
of Chemistry.

Professor Macnamara reports that he has no fault to find with the Students of the Chemistry Class as far as their regularity of attendance is concerned; but he cannot report favorably upon the progress of the great bulk of the first and second-year Students. He is convinced that the shortcoming is in great measure due to a less educated class of Students having been the last two years admitted into the College. He has found that many of the lads have a very imperfect knowledge of English; of course such are unable to gain the full benefit from the Lectures. These Students appear also to be less willing, or less able, than their predecessors, to provide themselves with the requisite text-books. About one-tenth of the Class have useful reliable works, the rest have works, which, however good in their way, are not now sufficiently up to the time to be in the hands of Students in Chemistry.

Report of the Professor  
of Ophthalmic Medicine  
and Surgery.

Professor Martin reports that the system of Clinical instruction is essentially the same as that adopted in previous years, but he has carried out some important modifications of it, the most important of which has been the demonstration of the various operations on the eye, and the superintendence of the

## APPENDIX A.

Students, who also perform them on the dead subject as opportunities offer.

They have generally been very regular in their attendance, and he trusts that they will be found to have profited by their advantages ; and the only observation he wishes to make on this head is that they have been somewhat remiss in their attendance upon the operations on the patients, which he has confined as much as possible to the fixed operating days. This may, perhaps, have arisen from the great amount of their occupations during the period of their study, and he is still of opinion that the plan he has frequently advocated of the Students attending the Eye Infirmary after they have obtained their Diplomas, would, if feasible, be the best one to be pursued.

The systematic course of Lectures on Ophthalmic Surgery has been given as usual in the Theatre of the Medical College.

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# **CALCUTTA CIVIL ENGINEERING COLLEGE.**

[FIRST YEAR.]

FROM THE REPORT OF THE PRINCIPAL,

LIEUT. E. C. S. WILLIAMS.

In forwarding the Annual Statistical Return of the Civil Engineering College for the Official year ending the 30th April 1857, I have the honor to submit the following Report on the working of the Institution during the fraction of the first year of its existence, prefacing it with a retrospect (which though general in the extreme and prepared from incomplete correspondence, a portion of which on the general question of establishing places of instruction in Engineering was carried on in the Home Department of the Government of India, and was not included with that sent for my guidance in organizing the College, is of greater length, perhaps, than its actual importance justifies, owing to the long period, eleven years, embraced by the correspondence from which it has been abridged) illustrative of the origin and gradual development of the idea of establishing a School of Engineering at the Presidency.

2. The suggestion seems to have emanated from the Government of Bengal, which, in a communication, No. 302, dated 9th April 1845, to the Military Board, introduced the subject. That body having replied, no further steps appear to have been taken until the 7th April 1847, when the Military Board was again addressed\* by the Government of Bengal, and with a similar result.

3. It may be inferred, however, that measures had not been entirely confined to the foregoing correspondence, but that the

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\* In letter No. 446 of that date.



attention of the Supreme Government had been drawn to the subject, and a reference to the Hon'ble the Court of Directors made, for in the 98rd para. of the Council of Educations Despatch, No. 598, of the 10th March 1854, the following Extract from Court's Despatch, dated 30th January 1850, occurs, viz. :—" We are disposed to approve of the establishment of a course of Lectures on Geology, and we think it should be connected with the class of Civil Engineering, should such class be constituted. The importance of geological knowledge to Engineers is well pointed out in the memorandum of Mr. Shums. We think also that the Museum of Economic Geology should be assigned to the same class, and that the expense of the Lectures and the Museum should be brought under one head." And the matter had evidently not been lost sight of by the Government of India, which, on the 13th April 1850, "having now under consideration the subject of establishing classes in the Government Colleges for training Civil Engineers," called upon the Government of Fort St. George for a Report\* (furnished on the 9th August following) on the School for educating the Artificers, &c., established, and for some time supported by Major Maitland in connection with the Gun Carriage Agency, of which he is Superintendent.

4. A long interval, however, was permitted to elapse without the idea being practically advanced, until early in 1852, the presence in Calcutta of Major Maitland himself seems to have re-suscitated the matter, he having been requested to give his opinion on the capabilities of the Marine School at Kidderpore, which he did in a note, dated 2nd March 1852, to Mr. Halliday, then Secretary to Government in the Home Department, and from the concluding para. of a letter No. 376, of the 27th April 1852, Home Department, it appears that the matter was still under the consideration of the Supreme Government; but beyond this, no

\* Vide "Selections from Records, Madras Government," 1856, No. IV.

Also letter No. 698, of 7th June 1849, from Secretary to President Council of Education, and letter No. 192, of 18th September 1849, from Captain Maitland to Secretary Council of Education.

decidedly active measures can be taken until the 18th July following, when the Military Board, in a letter No. 2990, to the address of the Governor of Bengal, recorded its views as to the nature, objects, &c., of such an Institution.

5. This communication and Major Macland's note of the 2nd March were submitted to the Supreme Government, with letter No. 449, of the 5th August 1852, but no immediate orders are traceable. The idea was to have another respite before being reduced to the form and shape essential to realization, at which the Council of Education next tried its hand, by recommending, in its above-quoted Despatch of the 10th March 1854 (in which the plan for "a new general College to be established at Calcutta and designated the Presidency College" (now existing) is brought forward), and in the 23rd para., that a School of Engineering be added as a separate Department of the general College, to which Students were to proceed, for a course of three years, after having completed two years in the general branch. This proposal, as a part of the general scheme, met with the full consent of the Most Noble the then Governor of Bengal; as communicated in No. 181, of the 10th April 1854, and it was intimated that a recommendation would be immediately addressed to the Government of India, with a hope that it would be submitted without delay to the Hon'ble the Court of Directors.

6. The Chief Engineer of Bengal then appeared in the field, and on the 16th May 1854 addressed the Secretary to the Government of Bengal letter No. 57, advocating the institution of a College of Engineering for the general improvement of the Department of Public Works, the people, and the province. This was submitted to the Supreme Government, and strongly urged in No. 1143 of the 26th Jan., and the matter was now proceeded with in earnest. It was proposed by the Governor General in Council that the Engineering School, instead of forming a branch or department of the Presidency College, should be separate from it in a distinct College, affiliated if necessary, having attached to it a Training School, in which Public Work subordinates should be instructed,

the Thomason College of Civil Engineering at Roorkee being the model for the former, its scope however being more extensive, Major Maitland's School for Artisans, &c. that for the latter, the frame-work for which might be found in the Dock-yard School.

7. On the 8th July 1854, the Chief Engineer followed up by recommending\* the immediate establishment of a Training School as "a nucleus and preliminary adjunct to the College," and making sundry suggestions† in regard to the studies of the older boys of the Orphan Society's School *apropos* of the subject. These letters were submitted to the Supreme Government, and on the 21st—24th *idem* disposed of as having been anticipated by the previous suggestion of attaching to the Civil Engineering College a Training School.

8. A recommendation was accordingly made on the 1st September 1854 to the Hon'ble the Court of Directors to sanction its establishment, and in anticipation thereof the Government of Bengal was upon the same date requested to report in detail on the proposed Institution.

9. On the 18th September, the Chief Engineer was called on for his suggestions, and the Government of Fort St. George for copies of Reports and Returns, &c. relating to Major Maitland's School, by the Secretary to the Government of Bengal, who, on the 4th December, communicated to the Supreme Government (letter No. 84) the views of His Honor the Lieutenant-Governor. These were opposed on many points to those of the Chief Engineer, who had submitted a detailed prospectus, with design and estimate for the necessary buildings, which, after reduction on revision, from six lakhs of Rupees to Company's Rupees 3,60,000, was recommended to the Supreme Government for sanction in No. 432 of the 24th March 1855.

Colonel Goodwyn's plans have since been forwarded to the Principal for consideration and such use as they might prove in

\* No. 707.

† No. 709.

## CIVIL ENGINEERING COLLEGE

preparing a revised design for the College; but before setting about this, it is requisite to ascertain by a little experience the demand there is likely to be on the Institution, so as to proportion right the accommodation to be provided.

10. The scheme of His Honor the Lieutenant-Governor was however preferred by, and fully concurred in, by the Governor General in Council, with a suggestion that Officers of the Army should be permitted to study at the College; but no orders could be passed pending the sanction of the Hon'ble the Court of Directors, to whom the scheme was apparently at once communicated.

11. In the interval that elapsed, the question of site, for which three places were proposed, viz. Ranee-gunge, South of Alipore Bridge, and between the Alipore and Kidderpore Bridges, was raised and discussed with this apparent result, that the latter was considered the most eligible, relatively but not absolutely.

12. On the 6th July 1855, the Court's reply to reference of 1st September 1854. (Despatch No. 47 of 2nd May 1855,) desiring that a scheme be framed and submitted (which had thus been anticipated) for final sanction, was read in the Home Department and transferred to the Public Works Department, in which, on the 16th idem, the whole subject was taken into consideration; the views of the Governor General in Council being communicated to His Honor the Lieutenant-Governor of Bengal on the 20th November 1855. In the meantime, the Court's Despatch No. 18, of the 19th September 1855, Department of Public Works, was received, expressing their concurrence in the general features of the Lieutenant-Governor's plan, authorising modifications in detail, without further reference to them, and its being carried out to such extent as might be practicable, pending the construction of College Buildings, calling for a more exact statement of establishment, and desiring that the plans and

## APPENDIX A.

estimates when approved should be submitted for final sanction, an unnecessarily expensive style with reference to the practical character of the Institution being avoided.

13. After some correspondence regarding the apprenticing of those attending the Training School, which ended in its being ruled that "the practical disposal of this question may be left to the head of the College in the first instance, and thereafter to time and experience," the conclusions of the Right Hon'ble the Governor General in Council, virtually a general sanction of His Honor the Lieutenant-Governor's scheme, were communicated to the Government of Bengal, in Secretary Colonel Baker's letter No. 669, of 12th February 1856, and authority given for opening the College (the Training School to wait until suitable buildings were erected) in hired premises as soon as practicable. In Appendix A. will be found a general précis of the scheme as sanctioned.

14. On the 17th September 1856, Lieutenant E. C. S. Williams, of the Engineers, entered on the duties of Principal, having been appointed in letter No. 4275, of the 15th idem, from Secretary to Government, Department of Public Works, to Secretary Government of Bengal. *Vide G. O. G. G. in C. No 1195, of the 15th idem.*

15. The organization of the College was immediately commenced, and in letters No. 1 of that date and No. 2 of the 22nd idem, details were brought before the Director of Public Instruction, whose Department now again appears in connection with the proposed Institution. Whilst most of the points referred, including those on which the opening of the Institution principally depended, were

Secretary Mr. Grey's No. 2427, of the 24th September 1856, with Director of Public Instruction's No. 2460, of 25th September 1856. Received 26th September 1856.

settled at once, orders being communicated in the marginally

Secretary Mr. Grey's No. 2475, of 27th September 1856, with Director of Public Instruction's No. 2654, of 1st October 1856. Received 2nd October 1856.

Secretary Mr. Grey's No. 1216, of 15th October 1856, with Director of Public Instruction's No. 2653, of 21st October 1856. Received 23rd October 1856.

Secretary Mr. Grey's No. 1255, of 22nd October 1856, with Director of Public Instruction's No. 2709, of 24th October 1856. Received 27th October 1856.

noted letters; such as could not be decided by the local Government or by the Director himself, were submitted to the Supreme Government

(P. W. D.) ; and after consideration, in conjunction with a late Report on the Thomason College, disposed of in letter No. 364, of the 20th January 1857, copy received on the 27th February, with the Director's docket No. 18 of 24th idem, and a Report was at the same time called for of the practicability and arrangements necessary to make a commencement in the instruction of subordinates for Public Works, in conjunction with the use of the various Government and private work-shops at the Presidency. The Principal (in letter No. 115 of the 27th February) intimated that it would be quite practicable to start the Subordinate Class; but the Term being far advanced, recommended that it should be deferred till after the vacation.

16. The selection of suitable premises for the College and residence of the Principal was a primary consideration, and this, after inspection of

all the available buildings in and about Calcutta, fell on Nos. 9, 10, 11 and 12 Writer's Buildings, in Tank Square, a portion of which had lately been vacated by the Fort William College. The greater part was rented from the 1st October, the whole from 1st November, at a monthly rate of Company's Rupees

#### Furniture.

580. Arrangements for furniture were then made, on which point Appendix B.

affords details. Provision was simultaneously made for the Executive Staff. Appendix C. shows what was sanctioned and what was actually entertained on the 30th April 1857.

\* Vide letter No. 2427, of the 24th September 1856, from Secretary Government of Bengal to Director of Public Instruction.

17. On the 2nd October, a Notification, Appendix D, was issued regarding the opening of the College, and a translation of the same was published in the Vernacular papers, Appendix E. In consequence of these and private notices, many enquirers presented themselves, amounting, on the 1st November, to seventy-three, and on the 24th November, the date on which the College was actually opened, to ninety-seven.\* It is worthy of notice, that amongst this number, there was not a single Mahomedan.

18. It was ruled by Government in the outset, that, although no Scholarships were to be given for competition amongst the Students, holders of Scholarships gained at other Institutions, who might join this College, would be permitted to retain them until they had completed the period for which they were originally granted, subject to the usual condition of progress. The College was thus rendered quite destitute of one great stimulus to exertion enjoyed by, and hitherto found necessary at, other Educational Establishments, and it was therefore with much gratification that, in November last, I received from the Honorary Secretary to the Forbes' Testimonial Fund a sum of Company's Rupees 6,000, invested in four per Cent. Paper, the interest of which was to be applied to the purpose of instituting two Scholarships, each of the monthly value of Rupees 10, tenable for one year subject to progress, to be termed the "Forbes' Scholarships," and to be awarded to the two Students most distinguished at the Annual Examination in April, provided they do not already hold Government Scholarships; acceptance in such a case being optional, it being understood that no other Scholarship can be held in conjunction with them. In my letters No. 96 of the 24th January, and No. 162 of the 15th April last, communications on this subject were made to the Director of Public Instruction, and the sanction of Government was commu-

\* Seven Europeans, nine East Indians, eighty-one Hindoos.

## CIVIL ENGINEERING COLLEGE.

presented in No. 322, dated 16th March last. These being but two in number, and of small value, will not go very far as incentives to exertion, but I am not without hopes that a portion of the funds available from those subscribed to erect a Testimonial to the Most Noble the Marquis of Dalhousie, late Governor General of India, may also be appropriated for the purpose of instituting Scholarships in this College.

19. The fees to be paid by Students were fixed, as in the  
**Fees.** Presidency College, at Rupees (10) ten on Entrance, and Rupees 5 monthly, a Scholarship to carry with it exemption from the latter. Out-students to pay Company's Rupees 15 for each course of Lectures attended by them.

20. To meet contingent charges, an allowance of Rupees 100 per mensem was sanctioned in Secretary Colonel Baker's letter No. 361. of the 20th January. For Surveying and Drawing Instruments, the Mathematical Instrument Department, and for Stationery the Stationery Office, were, under authority conveyed in the same letter, indented on. A list of the Instruments with the College is shown in Appendix F.

21. On the 9th March (No. 140) a draft Notification, Appendix G., with reference to Officers of the Army studying at the College, was forwarded for promulgation in G. O. after approval, and on the 17th April (No. 166) a notice relative to the establishment of the Subordinate Class, of the re-opening of the College after the long vacation on the 1st June, the appointments in the Public Works Department guaranteed by Government, &c., Appendix H., was transmitted to the Director of Public Instruction for publication, with intimation that

Notification regarding  
Officers of the Army studying at the College.

Notice of appointments guaranteed by Government, establishment of Subordinate Class, &c.

the Principal would report in detail on the organization of the proposed Subordinate Class on his return from visiting the Thomason Civil Engineering College at Roorkee, whither he proceeded



## APPENDIX A

on the 18th idem. The Notification, however, was published omitting paras. 1 and 7, as the Director desired further information on the points referred to in them. A Report is now in hand of the measures I would suggest for the more complete organization of the College, and the class referred to, which will shortly be submitted.

22. The test determined on for admission to the College embraced the subjects of the 2nd year's Course of Government Colleges for Entrance tests. 1856-57, Appendix J., known as the Senior Scholarship Standard. The power of gaining admission being thus confined to a very limited number, and the Institution being new and untried, it was anticipated that Candidates might in the outset prove scant, and it was accordingly determined to throw open admission at the 1st Session to a more numerous class, by selecting for the test for admission to it the subjects of the 1st year's Course, Appendix K. I may here interpolate, that I am of opinion that this point should be re-considered, and purpose drawing attention to it on an early date. The Examinations were conducted in Mathematics by the Principal, in English Literature and History by Professor Saunders, and in Vernacular by Professor Ramchunder Mitter, both of the Presidency College. Each Candidate had to obtain one-third of the marks allotted to each paper, and one-half their total, in order to pass a successful Examination.

23. Of the enquirers forty-eight sent in applications (for form which see Appendix L.) for admission, or Number of applicants. one in two. Of these, twenty-seven were received on transfer, having completed one year's attendance at their respective Colleges, and at three Examinations held between the 20th November and 31st December, on which date admission to this Session ceased, twenty-one (including three Entrance Examinations. who twice essayed) presented themselves, whereof seven passed (one returned to his College however) and fourteen failed, of whom four are debarred from appearing at future Examinations, having been discovered assisting each other. Three

## CIVIL ENGINEERING COLLEGE.

~~applicants did not come forward.~~ The class thus consisted of thirty-  
<sup>Strength of first class.</sup> three\* Students, who joined at intervals  
 between the 24th November and 31st  
 December 1856. This number was reduced to thirty-one on the  
 1st February 1857, by the withdrawal of two Students for the pur-  
 pose of continuing their studies in the Presidency College, with a  
 view to the University Examination in Arts.

24. Appendix C. also shows what was sanctioned for the  
 Preceptive Staff. Preceptive Staff, the nominations for which  
 were made in letters No. 18 of the 29th  
 October and No. 41 of 15th November 1856. Captain Sherwill  
 was appointed to the Chair of Survey, joining on the 1st Decem-  
 ber, and Mr. Henry Scott Smith, B. A. T. C. D., to that of Mathe-  
 matics, joining on the 8th December, up to which date, the  
 studies in this branch were carried on by Baboo Mohendra Lal  
 Shome, Assistant Professor of Mathematics in the Hindoo School,  
 who was appointed to officiate, pending Mr. Smith's arrival from  
 England. For the Chair of Civil Engineering, the Principal was  
 unable to make any nomination, and the duties had consequently  
 to be conducted by him throughout the Term.

25 The routine of studies during the first Term is shown in  
 Appendix M, and Appendix N. contains the  
 Routine of studies detail of what was taken up in the various  
 branches. A complete course was not drawn up on the outset.  
 Its preparation involved a careful consid-  
 eration of the actual amount and nature of  
 Course of studies the knowledge that should be imparted to a Civil Engineer; and with  
 reference thereto, the tests already laid down for the various grades  
 of the Public Works Department, in P. W. Notification No. 117, of  
 17th June 1856, and for the Degree of Master in Civil Engineering  
 in connection with the new Calcutta University. Before also fixing  
 arbitrarily the subjects to be read in certain portions of the  
 contemplated term of attendance at the College (two years), it was

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\* One European, two East Indians, thirty Students.

necessary to ascertain the degree of knowledge possessed by the Students generally of the subjects they had been previously reading, and were to continue within these walls. In Civil Engineering and Survey, the starting point was clear, the Students having no previous acquaintance with either, but not so in Mathematics. The Entrance Examination to an Institution such as this is scarcely intended to test thorough knowledge. Its object is, I take it, to enable the authorities to form an opinion of the candidate's probable aptitude for a certain course of after-study, and to discover whether he has acquired the A, B, C of the subjects embraced by it. Moreover, on the present occasion, the greater portion of those who joined were received on transfer without examination, having passed it in their original Colleges sometime previously.

26. In Mathematics accordingly, each Student on joining was (and the Rule will continue in force)

System followed in the Mathematical Studies.

set to revise subject by subject, commencing with the lowest (Arithmetic), and not permitted to proceed to a higher, until he had passed a searching examination in it. The result has fully proved the necessity for some such system, for, notwithstanding that many of the Students were third and some even fourth-year Students of the Presidency College, the only new subject read by any one during the Term was "Mensuration," (for in Statics but a few Elementary Lectures were given), and the Examination in April shows, that the system might have been advantageously carried out with even greater strictness and rigour.

27. Text-books, though doubtless indispensable, are evils, especially when for the use of those who

Text-books.

evinces so much readiness in getting up a subject by rote. The choice of them (especially in Civil Engineering) is much hampered by the poverty of the Students generally. When means are unlimited, the best book in each particular division or branch of a subject can be selected; but situated as we are it is necessary to choose the best general

books with reference to the matter contained, the manner in which treated, and the cost at which published. Keeping these points in view, and not without careful examination of many books, those shown in Appendix O. have been fixed upon, and the booksellers requested to procure those not published in India in sufficient quantities. The evil effects of text-books may, it is hoped, be met by the Professors generalizing as much as possible in their Lectures, and by a set of books for consultation placed apart in the Library, and open at all times to the Students.

28. During the past Term, there were no text-books in regular use, but a few only were procurable at the Librarian's store, so as to have instituted them would have given the fortunate few an unfair advantage. In Mathematics, beyond the inconvenience resulting to the Professor from the members of one class using books by half-a-dozen different authors, their want was not felt, nor in Survey, where so much of the information to be acquired is of a practical nature; but in Civil Engineering, the absence of a general book of reference was a sore hindrance. The Students had to depend on the Lectures entirely. To follow them if delivered in an ordinary colloquial manner, or take notes (points which might with advantage be more considered by the instructors in English in the various Colleges,) they were unable, so deficient in those respects had their English instruction been, and the lecturer had consequently to dictate them almost entirely. This, combined with the novelty of the subject, and of its terminology, rendered the progress very small.

29. Towards the close of the Term, a notice was issued (*vide* Appendix P.) regarding an Examination to be held previous to the vacation. It was conducted by means of written papers given by the Professors in each branch of study, three copies of which, as also of the results, are annexed for your information. In Appendix Q. is

No text-books during past Term.

Inability of Students to take notes of lectures or follow a lecturer, from defective knowledge of English.

Notice regarding Term Examination.

Examination Papers.

an analysis of the results, with my opinions in regard to the general proficiency exhibited. It will be gathered from paras.

Progress in each branch during the Term.

26 and 28, that I consider the actual progress made in Mathematics, and particularly in Civil Engineering, to be small.

In Survey, more could not have been expected.

30. The unsatisfactory result of the Examination in Civil Engineering, I attribute more especially to the circumstance that the most important paper on it was given on the same day on which the Mathematical Examination, which took place on three consecutive days, was concluded. The Students complained of this, and considered that they would have otherwise done better, but I have the satisfaction of knowing, on their own admission, that they were not able to cram, and that the result shows something, though not very much, *retained* as well as *acquired*.

31. With reference to the Mathematical Examination, I incorporate herein paras. 4 to 11 of a Report dated the 14th April 1857, furnished at my request by the Professor and Examiner:—

Extract of Report of the Professor and Examiner in Mathematics.

" 4. In Arithmetic and Algebra, the result was particularly satisfactory, all the Students, with one or two exceptions, evincing such a knowledge of these subjects as I consider to be sufficient for all professional application.

" 5. In Geometry, the answering was also good, where the questions were taken directly out of Euclid, or could be readily deduced from it, but any question that would require something more than a mere effort of memory to answer, was scarcely ever attempted.

" 6. In Logarithms and Trigonometry, the same course was adopted; where the question was the application of known rules, the answer was generally given accurately and well, but where it deviated ever so little from this, so as to call forth the inventive powers, it was most carefully avoided.

"7. The Mechanical Examination was in merely Elementary Statics, a subject of which they scarcely know anything, and in which they could not have been expected to answer well.

"8. I can never expect any progress to be made in Mechanics, when the Students are ignorant of both the Differential and Integral Calculus. All the best Mechanical books are closed against those who have made no progress in this most important branch of Mathematics.

"9. A complaint was made some time since, and, I believe justly, that the higher Mathematics have been too much attended to in the Indian Colleges. A reaction has now set in, and like all reactions, has gone too far in the other direction. Though it would be quite useless for an educated native to be able to integrate a Differential Equation, or solve a problem by the Calculus of Variation, yet there is no reason why he should not know sufficient of the Differential and Integral Calculus to prosecute his *professional* studies with advantage.

"10. A very small knowledge of these subjects is all that is necessary, but it should be a knowledge of both of them, not merely the Differential but also the Integral; the former, I understand, is taught, the latter not at all, in the higher classes of the Government Colleges. This course may answer very well for mere mental exercise, but if a professional application is necessary, as in the Civil Engineering College, then I cannot understand such a course; a large amount of useless theory is given that can never be applied, for without the Integral, the Differential Calculus is almost inapplicable. It would be quite as rational for those who come here from Europe to be required to read the Oordoo and Bengalee text, without knowing how to speak or translate. The application of the Calculus is like performing a journey in two stages, the first is the Differential, the second the Integral, but if you stop at the end of the first stage, it would be much better never to have set out.

" 11. But even the Differential Calculus taught in the Government Colleges is not given at the right time.\* Students there of two years' standing have read Mechanics and Optics, but not any of the Differential Calculus. Why should they not go directly from Algebra to the Calculus, and from that to Physics? The Students who come to the Civil Engineering College from the Government Colleges are of two years' standing, they know nothing

\* A few words seem necessary to prevent misapprehension from the above observations. The Integral Calculus is included in the course of Study for Mathematical Honors in the Calcutta University, but as the Senior Students can select their own course for Honors, High Mathematics find but little favor.

With respect to the *time* of introducing the Differential Calculus, the example of the University of Cambridge is followed in Indian Colleges for general education, with the deference due to its authority on a Mathematical question. In order to check the evils which were found to result from too early an introduction of the Differential and Integral Calculus into the course of Mathematical study, the University of Cambridge in 1846 passed a Grace, regulating the Honor Examination. From this Grace, the following passage is an extract :—

" 3. The subjects of the Examination on the first three days shall be those contained in the following Schedule."

" The elementary parts of Conic Sections treated *geometrically*, together with the values of the Radii of Curvature, and of the Chords of Curvature passing through the Focus and Centre.

" The elementary parts of Statics treated *without the Differential Calculus*, namely, the Composition and Resolution of Forces acting in one plane on a point, the Mechanical Powers and properties of the Centre of Gravity.

" The elementary parts of Dynamics treated *without the Differential Calculus*, namely, the doctrine of uniform and uniformly accelerated motion of falling bodies, projectiles, collision, and cycloidal oscillations.

" The first, second and third Sections of Newton's Principia, the Proposition to be proved in Newton's manner.

" The elementary parts of Hydrostatics treated *without the Differential Calculus*, namely, the pressure of non-elastics, Huid's specific gravities, floating bodies, the pressure of the air, and the construction and use of the more simple instruments and machines.

of the Calculus, and as a necessary consequence, have a very imperfect acquaintance with Mechanics and Optics."

§2. I coincide generally in the views expressed by Mr. Smith, and particularly in the early introduction

*The views of the Principal on the opinions above expressed of the Professors of Mathematics.*

of the Student to the Calculus, and the study of the Differential as a stepping-stone merely to the Integral, not however immediately after reading Algebra, but after Trigonometry, and simultaneously with Analytical Geometry, and I intend to permit the more advanced Students of the College to take it up at this stage. As, however, a knowledge of the Calculus is not absolutely essential, though doubtless of very great advantage to the Civil Engineer, (allowing that he will take certain things for granted,) I do not propose to include it in the general course, but to give to those who show, by their progress and aptitude, that they can take it up in addition to the prescribed course, a command of its beautiful processes.

"The elementary parts of Optics, namely, the laws of Reflection and Refraction of rays at plane and spherical surfaces (not including aberrations,) the eye, Telescopes.

"The elementary parts of Astronomy, so far as they are necessary for the explanation of the more simple phenomena *without calculation.*"

The good consequences of this Grace of the Senate have been repeatedly attested by the Board of Mathematical Studies.

In 1852 Her Majesty's Commissioners for examining into the Studies, &c., of the University of Cambridge cordially approved of these proceedings of the University. The Commission consisted of Graham, Bishop of Chester, Peacock, Dean of Ely, Sir J. Herschel, Sir J. Rossilly, and the Reverend A. Sedgwick.

With these sanctions before me, I must respectfully dissent from Mr. Smith's decision, that "even the Differential Calculus taught in the Government Colleges is not given at the right time."—H. WOODROW, M. A., *Officiating Director of Public Instruction.*



33. Before dismissing this part of my Report, I would suggest the teaching of Practical Geometry in the various Schools and Colleges. In showing the application of various problems of Euclid, there would be a practical turn given to its study, which would, I feel assured, be attended with the best results as regards the comprehension of its various theorems. In Mathematics generally, I would also observe that too little exercise appears to have been given in examples having an every-day life tendency, and though it is true that such practice is more essential to a professionally than generally educated man, it must be remembered, that whatever elucidates the subject (as such examples undoubtedly do) gives to both a better comprehension of it, and that such most assuredly tends to fix it more in the minds of the great object with the race we are dealing with, who, as far as I can judge, appear to apprehend with almost too great facility to retain. Such exercise, as I advocate, would also remove the state of things (which has been found to be equally true of the Students of this College) exhibited by the following remark extracted from the Report of the Director of Public Instruction in Bombay on the Examination of the Elphinstone College early in 1856 :—

“There was much in the Examination to call for admiration, but without books the Students were unable to apply similar reasoning by analogy to easier examples. They had no thorough comprehension of the terms or symbols used.”

34. The proficiency exhibited by the Class generally in Mathematics, as far as the Examination went, I consider to be highly satisfactory, yet the analysis shows the urgent necessity that existed for revision, when after fully three months devoted to it, a better result even was not obtained.

Proficiency of the Class  
in Mathematics.

35. The answering to the Survey paper was very highly satisfactory, and more so than in any other subject.

Proficiency in Survey.

36. I should fail in my duty, were I not to place on record my appreciation of the zeal and assiduity with which the Mathematical and Survey studies have been conducted by Professors Smith and Sherwill respectively. The very creditable result of the Examinations in these branches is owing to their exertions. Both these gentlemen coincide with me fully in the desirability of imparting a thorough knowledge of a few subjects to a superficial acquaintance with a multiplicity. Their attendance throughout the Term has been so regular, that no necessity exists for the control of the Principal in this respect.

37. In Appendix B. will be found details regarding the ages, Schools or Colleges at which educated, nature of Education received, &c., of the Students, their names being arranged in accordance with the result of the late Examination. It is an interesting return, and it and similar future ones, will, it is trusted, prove of real value to the Director of Public Instruction in enabling him to judge of the comparative merits of the Education given in the various Colleges, as well as Schools under his control, in so far as the subjects taught in them, and contained here, are concerned. On the present occasion, the Ooterpattah Government School stands well as regards Pure Mathematics, as also the Oriental Seminary, which is I believe a private Institution.

38. Cally Prosunno Roy stands far above all the other Students as most distinguished, being first generally in all branches of study, and in the subjects composing them in eight out of nine. It will be seen, however, from Appendix B., that he was in his fourth year at the Presidency College, so that though his proficiency is exceedingly creditable to him, I consider that more honor is due to the next two, Khetter Mohun Bose and Mr. H. Sturmer, whose previous education had only been up to the first year's course for Government Colleges. Gopaul Chander Coondoo and Radhica

Narain Ghose are also, in my opinion, deserving of honorable mention. Appendix S. shows the names of those Students distinguished in each particular subject.

39. The Forbes' Scholarships have been gained by Cally Pro-  
sunno Roy and Khetter Mohan Bose, the  
Award of the Forbes' two first Students. The former held a  
Scholarships. Senior Scholarship, which lapsed on the  
31st May, so that he is prepared to accept the award, but Khetter  
Mohan Bose being a Junior Scholarship-holder for four years, the  
Forbes' Scholarship gained by him should fall to Mr. E. Sturmer,  
and recommendations to these effects were accordingly made in my  
letter No. 24, of the 20th June last.





## CALCUTTA MUDESSA.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
CAPT. E. ST. GEORGE.

### ARABIC DEPARTMENT.

**Fees** The Schooling Fee in the Arabic Department was in June reduced to eight annas.

The number of pupils has, during the Session, increased in the Arabic Department from 59 to 101, and in the Anglo-Persian Department from 111 to 158.

**Examinations.**  
**First Class** The First Class, which is instructed by the Head Moulavy Mahommied Wujeeh, contains fourteen students, eight of whom were candidates for Senior Scholarships. The arrangement

by which it was proposed to restrict the studies of the 1st Class to Law and of the 2nd Class to Literature, not having with regard to the latter been carried out, Literature and Mathematics were this Session re-introduced into the former

The average age of the Students of this Class is twenty-one. Out of the eight candidates for Senior Scholarships, one failed, one was recommended for a Junior Scholarship, and six were successful.

**Second Class.** The Second Class is instructed by the Third Professor, Moulavy Illah Dad, and contains fifteen pupils, of the average age of twenty. Thirteen of these were examined for Senior Scholarships, of whom five were successful, and two were recommended to be permitted to retain

their Junior Scholarships. The two non-candidates were examined in the Studies of their Class.

The Third Class is instructed by the Fourth Professor, Moulay Khadem Hossein, and contains twenty

Third Class.

pupils, of the average age of nineteen. Of these, eighteen contended for Junior Scholarships, eight of whom were successful.

The remaining two pupils, who were not candidates, were examined in the Studies of the Class.

The Fourth Class is instructed by the First Assistant Professor, Moulay Abdool Hye. It contains twenty-

Fourth Class.

seven Students, of the average age of nineteen. Twenty-four competed for Junior Scholarships, three of whom were successful.

The remaining three, who were not Candidates for Scholarships, were examined in the Studies of the Class.

The Fifth Class is instructed by the Second Assistant Professor, Moulay Abdool Huq. It contains twenty-

Fifth Class.

eight Students, of the average age of fifteen.

The Students of this Class, as well as those of the Second, Third and Fourth Classes, who did not compete for Scholarships, were examined by the Head Professor, Moulay Mahommed Wujeeh, who reports very favorably of the general progress of all the Classes.

## SANSKRIT COLLEGE.

### FROM THE REPORT OF THE PRINCIPAL, PUNDIT ESHWAR CHUNDER SURMA.

On the 30th April 1857, the number of pupils on the Roll of the College was 351. They were classified as follows :—

Scholarship-holders ..	28
Pay-Pupils ..	124
Free-Pupils ..	201

Total ..

\* \* \* \* \*

This Department had five Teachers attached to it, but as the salaries of the posts were not sufficient to secure the services of efficient men for any length of time, and as it became necessary to extend the study of English to a larger number of Classes than before, revised arrangements were made in the Instructive Staff. The salaries of the posts were raised, and an additional Teacher was entertained.

The increased expenditure involved in the new arrangements was met by the unappropriated portion of the assignment of the College and the surplus Schooling Fees.

Four Students underwent the Entrance Examination of the Calcutta University, of whom three passed, and have since been transferred to the Presidency College, two to the Law Department, and one to the General Branch.

The Institution has supplied some Vernacular Teachers of high order. An ex-student fills the place of Officiating Head Master of the Calcutta Normal School, another is the Second

Supply of Vernacular Teachers.



Master of the Normal School at Hooghly, and a third has been appointed the Head Pundit of the Berhampore College.

Four Examinations were held during the Session in the senior Classes and seven in the junior. All the Examinations were conducted by the Officers of the College. The four senior Classes competed for Scholarships, the first three for Senior and the fourth for Junior Scholarships.

The Classes were examined in all the subjects of their studies by means of written papers. The Examinations of the other Classes were partly oral and partly written, with the exception of the two last, which underwent oral examinations alone.

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# HOOGHY COLLEGE—ORIENTAL DEPARTMENT.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. R. THWAYTES, B. A.

## ARABIC DEPARTMENT.

In December 1856, Moulavy Suddesooddeen Khan, the Officiating Head Moulavy of the first Sunnee Class, obtained a Superannuation Pension by order of Government, dated 24th October 1856, payable from the Delhi Collectorate, North-Western Provinces. His name ceased to be borne on the Establishment of the College from the 1st of December 1856. In consequence of the subjects of study of the first Sheea and first Sunnee Classes being the same, and the number of Students attending these two classes not being considered too great for one Moulavy to teach, the class taught by Moulavy Suddesooddeen Khan was amalgamated with that of the first Sheea Class, and placed in charge of the Head Sheea Moulavy.

\* \* \* \* \*

The fee-paying system for all new admissions into the Oriental Department was introduced by order of Government, dated 8th March 1856, from the commencement of the Session. The monthly rate of Tuition Fee for each pupil admitted was fixed at eight annas for the Arabic, and one Rupee for that of the Anglo-Persian Department. The following is a Tabular Statement, which will show the number of paying pupils admitted, the number withdrawn or

struck off during the year, and also the number remaining at the end of the Session.

DEPARTMENTS	Number remaining at the end of the last Session.	Number admitted during the Session.	Total.	Number struck off or withdrawn during the Session.	Number remaining at the close of the present Session.
Arabic Department ..	0	16	16	5	11
Anglo-Persian Department ..	6	5	5	4	1
Drawing Class ..	3	4	7	4	3
Total ..	3	25	28	13	15

The attendance of the Students in the Arabic and Anglo-Persian Departments, during the past year has been very unsatisfactory. When the pay system was introduced, it was thought it would be the means of making the free Students more careful in their behaviour and regular in attendance not to incur the penalty of having their names removed from the Rolls, and thereby forfeit the privilege of attending the Institution without paying the usual monthly fee. It is to be regretted that the experience of the past year shows that this punishment has had little effect on them. From their apathy and indifference to incurring the highest penalty the College Rules can inflict on them, it might fairly be inferred that the Mahomedans have no great desire to pay for their education or to receive it gratuitously.

The Scholarship Examinations, Senior and Junior, were superintended by the Officiating Principal, assisted by the Professor of Literature

and other Masters, and the answers of the Candidates were forwarded to the Ex-Officio Visitor and Director of the Hooghly Madrisa, by whom the questions were proposed.

The Annual General Examination of the last Class of the Arabic, and all the Classes of the Persian Department, was conducted by Captain E. St. George, assisted by Moulay Mahomed Wajee of the Calcutta Mudrisa, and their Reports will be forwarded to the Office of the Director of Public Instruction.

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## **HINDU SCHOOL—CALCUTTA.**

**CONDENSED FROM THE REPORT OF THE HEAD-MASTER,  
MR. DAVID CARNDUFF.**

The School has this year fully maintained its former position. The gradual increase of attendance noticed in last year's Report has continued during the year now expired. The number of paying pupils is at present five hundred and forty-eight, being an increase during the Session of eighty-six, as compared with the number in the former year. The discipline and course of studies have been improved, while the finances, after two or three years of gradual improvement, have now been brought into a satisfactory position. The entire expenditure during the past year has been Company's Rupees 22,139-14-3, and the receipts from Schooling Fees and the Scholarship Fund have been Company's Rupees 26,165, showing a balance in favor of receipts of Company's Rupees 4,025-1-9. The School may now therefore be considered as entirely self-supporting.

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The First Class competed for Junior Scholarships at the Town Hall. The number of Students sent up to this Examination was twenty-nine, of whom two were unfortunately sick on the days of Examination, and of the others, nineteen gained the number of marks required to obtain Scholarships, and eight failed to do so. Twenty-six Students were Candidates for Entrance into the Calcutta University; of these, nineteen were admitted, and seven rejected.

The Second Class was examined, along with the corresponding Class of the Colootollah Branch School, from printed papers, in the Gallery Hall of the Presidency College, by the following Gentlemen :—

W. Clementson, Esq., B. A., in Mathematics; Rev. G. Pridham, B. C. L., in History; J. Sanders, Esq., in Geography; R.

Hand, &c., in Literature and Grammar, and Baboo Ram Chander Mitter, in Bangali. Master of the Class, Baboo Mohender Lall Shome; number on the Roll, forty-one; present at the Examination thirty-eight, absent three.

*Mathematics*.—One boy gained full marks, fourteen boys gained above one-half marks, seventeen boys above one-fourth marks, and seven boys smaller numbers. The result may be considered satisfactory.

Mr. Clementson says :— "Nursing Chander Mitter, of the Hindu School, has done very well indeed, everything except the deduction."

*History*.—Mr. Pridham says :— "On the whole I consider both Classes to have passed a very creditable Examination in History. Most of the boys have shown a very fair knowledge of the subject.

"More attention might have been paid to Spelling; and their papers would have been greatly improved, had they been more careful in the arrangement of their matter.

"Sixty marks have been given for matter, and twenty for style, (i. e., spelling, arrangement, &c.)

"The greatest number given for matter has been fifty-six, and for style sixteen, though not to the same boy. Fifty marks and upwards I have designated as excellent.

"Many boys have lost marks by not attending to the caution at the head of the paper; only one question in a section has been looked over; where boys have done more, I have examined the third, as for that most marks were given. No marks have been given for the other answers.

"In the Hindu School, M. L. Seil failed in the latter part of his first question, or he would have had full marks for matter.

"In Mohindernath Doss' paper one sheet was missing. Sittanath Doss omitted the first section entirely, having answered two in the third section. The two answers examined were very satisfactory.

" In the Branch School, the two first boys I found to be so well matched, that I could not give the first place to either.

" Russicklall Dutt omitted one section."

*Geography.*—Mr. Sanders says :—

" These Examinations present little difference from those of previous years. The text-books have been gone through with that general care and fidelity which we are accustomed to find in the Students of these Institutions.

" In History more attention to the Chronology might be desirable. The dates are seldom given, and, when given, are seldom right. The adoption for beginners of so dry a work as Tytler's Elements would be scarcely defensible, unless the study of it were made so systematic as to compensate, like that of Grammars and Vocabularies, for the want of interest, by its eminent utility as a basis for future acquisitions. But such a degree of precision is not attained unless the leading dates, at least, are completely mastered.

" Both in the History and Geography there is a deficiency in a point so minute as to have been easily overlooked in the press of more urgent business; but which, nevertheless, gives rise to mistakes that catch the attention readily, because they border on the ludicrous. I refer to the spelling the proper names. The boys seem to imagine, doubtless from their experience of English orthography, that in spelling, whatever is obvious and natural, must be wrong; and as proper names have some how been left pretty much to their discretion, they have done their best to put them out of shape. Thus Cannes is written Canca, Canes, Cannes, Canoe; Cane is Cauns, Kaus, Chau, Caous, Cayous; and Sicily is Scicily, Ciciy, Sicilly, Scilly, Cycily and Scicley. Even China is usually written Chiana. When names are thus mangled, we can scarcely believe the ideas connected with them to be very well defined. An hour might be occasionally devoted with advantage to remedy this really slight, though very conspicuous, fault.

"In Geography, the questions relating to latitudes are in no instance correctly answered, and the most absurd mistakes are made. Calcutta by some is spread over several degrees of latitude and longitude. New York, Calcutta and London are put upon the same latitude, and all this in papers of the average accuracy in other respects. In fact, the pupils are not familiar with the relative position of localities, and have not been used to making a constant reference to the Globe or Map. The maps employed are unsuited to a School. Skeleton maps would be much better, in which none but the more important objects are set down, the names are altogether left out, and the whole is on such a scale, that every detail can be distinctly seen from all parts of the Classroom, when pointed out by the Master or pupil under examination. The names of the places on such maps can be found, when necessary, by turning to the small maps with which the School-books are provided. So far as the writer is aware, these Schools do not possess a single map adapted, as described, to the instruction of large Classes.

"The style of these papers displays in about the ordinary proportion the usual characteristic blemishes. As more particularly connected with History, may be noticed that propensity to substitute the Vernacular idiom for the English, in the reported sentence. So obvious a difference between the languages deserves to be early and perseveringly brought to the pupil's notice. Why must even our advanced College Students habitually write as the author of one of these exercises does, in the following sentence :—"Marius, his rival, proposed to the Senate, that, if you kindly order, that Sylla will return home, and I will conduct the war?"

*Literature and Grammar.*—The boys appear to have passed a very inferior examination; only one boy gained more than half marks, the majority about one-fourth marks, and a few not quite one-tenth marks.

*Bengali.*—As thirteen boys have gained one-half marks, and upwards of twenty-four boys one-fourth marks and upwards, and



none less than one-fifth marks, the results in this branch may be considered satisfactory.

The Third Class was also examined, with the corresponding  
 Class of the Colootollah Branch School,  
 Third Class. from printed papers.

The following Gentlemen were the Examiners :—

J. Sanders, Esq. . . . . *History.*

R. Hand, Esq. . . . . *Literature and Grammar.*

J. S. Rees, Esq. . . . . *Mathematics and Geography.*

Baboo Ram Chunder Mitter, . . *Bengali.*

Master, Baboo Isher Chunder Saha.

Number on the Roll sixty-seven, present at the Examination  
 sixty-six, absent one.

*History.*—See Mr. Sanders's remarks above.

*Literature and Grammar.*—As only one boy has gained half marks, seven boys one-fourth marks, and the remainder smaller marks, the Examination in this Department must be considered very unsatisfactory.

*Mathematics.*—As only six boys have gained one-half marks and upwards, and nineteen boys one-fourth marks and upwards, the Class must be considered to have passed an inferior Examination in this Department.

*Geography.*—Four boys gained one-half marks and upwards, fifty-five boys gained one-fourth marks and upwards, and seven boys one-fifth marks and upwards.

*Bengali.*—Twenty-five boys gained above one-half marks, twenty-four boys one-fourth marks and upwards, and seventeen boys smaller numbers. The result may be considered satisfactory.

The remaining Classes were examined orally by the Officiating Principal, Messrs. Grapel, Cowell, and Caruduff, Baboos Ram Chunder Mitter, Nobendrolal Shome, and Isher Chunder Saha, with Pandit Panchab Surma, Nobocant and Gouri Churn.

Fourth Class—Master, Baboo Hurro Chunder Dutt; number  
 Fourth Class on the Roll thirty-eight, present at the  
 Examination thirty-four, absent four.

*Literature and Grammar.*—Thirty-two boys gained one-half marks and upwards, and two boys above one-fourth marks. This result may be considered very satisfactory.

*History and Geography.*—Thirty-three boys gained one-half marks and upwards, and one boy above one-fourth marks.

Mr. Cowell says in reference to this and the two following Classes:—

“I examined the Fourth, Fifth and Sixth Classes of the Hindu School on the 1st, 2nd, and 4th April, respectively.

“I have quite reason to be satisfied with the general proficiency of the Classes; many of the boys answered very well. There was too much of verbal memory shown in the History papers of the Fourth Class; but perhaps this is unavoidable when such an elementary book is read by the Class.

“I made every Class draw a map of either England or India, and mark certain towns, rivers, &c., and many of these were very creditably done.”

*Arithmetic.*—One boy gained full numbers, twenty-one boys one-half and upwards, five boys one-fourth and upwards, and seven failed entirely.

Mr. Clint says:—“I think Nilmoney Boye the best amongst these. After him Shumboonauth Roy and Naraian Chunder Dhur deserve favorable mention.

“I consider the result favorable.”

*Bengali.*—Twenty-three boys gained one-half marks and upwards, and eleven boys one-fourth marks and upwards.

Fifth Class—Master, Goopeekissen Mitter, number on the Roll forty-one, present at the Examination thirty-nine, absent two.

*Literature and Grammar.*—Thirty-one boys gained one-half marks and upwards, five boys one-fourth marks and upwards, and three smaller numbers. A satisfactory result.

*Geography.*—Thirty-seven boys gained one-half marks and upwards, and two boys one-fourth marks. A very favorable result.

*Arithmetic.*—Twenty-four boys gained one-half marks and upwards, two boys gained one-fourth marks, and thirteen boys smaller numbers.

Mr. Clint says—"I thought Hurro Coomar Dutt the best in this Class, but Grish Chunder Day, who obtained the same number of marks for working sums, was so favorably reported on by the Master of the Class, that I have determined on making no difference and dividing the Prize for Arithmetic between them. A third question was set to enable those to do something who had wholly failed in the first two. Nolith Mohun Buekhit was below Hurrooomar and Grish Chunder in the Oral Examination."

*Bengali.*—Fifteen boys gained half marks and upwards, fifteen boys gained above one-fourth marks, and nine gained smaller numbers.

Sixth Class—Master, Baboo Joygopaul Sett; number on the Roll thirty-eight, present at the Examination thirty-seven, absent one.

Sixth Class.

*Literature and Grammar.*—Thirty-one boys gained one-half marks and upwards, four boys above one fourth-marks, and two smaller numbers.

*Geography.*—Thirty-two boys gained one-half marks and upwards, four boys gained above one-fourth marks, and one a smaller number.

*Bengali.*—Twenty-one boys gained one-half marks and upwards, fourteen boys gained above one-fourth marks; and two boys smaller numbers.

These results must be considered very satisfactory.

"On the Seventh, Eighth and Ninth Classes, Mr. Carnduff reports to the Officiating Principal:—"The Examination of the Seventh Class was in

Seventh Class.

most respects very satisfactory, and did much credit to the zeal, assiduity, and skill in teaching of its

Mr. Carnduff's Report on the Seventh Class.

Master, Baboo Dwarkanath Chuckerhutti. The Reading was distinct and tolerably correct, and the answers given by the boys in the meaning of the

words, and general scope of the passage, showed that they had been taught to realize to themselves the proper signification of the words, and the sense of the author, not simply that such a word was synonymous with such another word. Their mental powers had been brought into exercise in the study of English. In Geography, the portion read was rather limited, and it evidently had been taught in too philosophical a manner. It might be made a more interesting, as well as a more useful study, by exercising the judgment more and the memory less, by giving more attention to the physical department, and examining its influence, and the influence of the arts, manufactures, &c., on Political Geography. The map-drawing was neat, but not systematic, the maps having all been drawn without meridians.

"In Arithmetic the boys passed a fair Examination. The working of the sums was both expeditious and correct, and in general the reasons for the working were given.

"The writing was not quite what I looked for.

"I observed that the advancement of the Class was very nearly uniform, and the Master seemed to have understood and to have acted on the principle, that the less advanced boys are more particularly the Teacher's care, the cleverer boys being able to advance themselves with less attention from him. The number on the Roll was forty-nine and the number present forty-eight.

"The Eighth Class passed a much inferior Examination. The

Eighth Class.

Reading was not distinct, nor in a clear tone. The Master appeared to have been very assiduous in his work, but in many cases the labour had been injudiciously applied. The boys could give the meaning of almost every word, but simply as it is found in the Vocabulary. The memory had been cultivated, but the reasoning powers neglected.

"The same remark applies to all the other branches of study in this Class. Great pains had evidently been bestowed, but not skilfully. The text-books had been very carefully copied, but nothing was known beyond them.

## APPENDIX A.

"The number on the Roll was forty-five, and the number present forty-two.

Ninth Class.

"The Ninth Class passed a very fair Examination."

"The Master seemed to me to have been very attentive to his duties, and to have exercised a considerable degree of skill in the art of teaching."

The number on the Roll was fifty-one, and the number present forty-eight.

"In the Sixth Class, Arithmetic had been taught almost entirely by examples wrought by the Master, and by rules for working sums. The power of experimenting on abstract numbers was great, but the application of these rules to practical purposes was not understood.

"The writing was fair, but attention had not been bestowed on the posture of the boys in the act of writing, nor on the proper way of holding the pen. The habit of lifting the pen at the turn was general, and ought to be guarded against.

"The writing of the Fourth and Fifth Classes was fair. To it  
Writing of the Fourth, Fifth, and Sixth Classes. the remarks I have made on the writings of the Sixth Class equally apply.

"In all the Classes examined, the boys were entirely ignorant of the derivation of the words of their lesson. No attempt had been made to instruct them in this department, none of the Masters considering it a part of the year's course. I am humbly of opinion that much benefit would accrue to the Students from the introduction of the etymological element into their study of English, beginning at the Ninth Class.

"I would suggest the introduction of a system of analysis of English, such as is given in "Morell's Analysis" or other similar work, beginning at the Seventh Class. This would be commencing the study of English Grammar in a natural manner and would give the boys a knowledge of the structure of the English language.

"I would also beg to recommend the introduction of the study of History, especially of their native country, at a much earlier period than is done at present. I think it might begin at the Eighth Class, and be substituted two or three times a week for the English Reading-book now used.

"The discipline of the Class-room seemed to be considerably relaxed. The boys did not seem to have that respect for their Master, and deference to his wishes, that ought to characterise the relation of Master and pupil. An improvement in this respect would be felt in all branches of study, and might be accomplished by entrusting a little more power to the several Masters, and by introducing a more exact system generally into the business of the School. Power might be given to the Masters, by allowing them to enter instances of bad conduct and remarkable application, on the part of the boys of their Class in the "Conduct Book" I instituted for the School last Session, with the approval and sanction of the Officiating Principal, and by intrusting them with the duty of giving marks for good conduct and regular attendance. The Master's Report on the boys might also be allowed to influence their promotion from Class to Class."

On the same Classes, Pundit Pitambar Surma reports:—

"I examined the Seventh, Eighth and Ninth Classes of the Hindu School in Bengali, and the result has been such as to show that Pundits Callydoss and Dwarkanath must have faithfully and conscientiously discharged their duties. If there has been any partial failure, it must rather be attributed to the want of proper attention on the part of the boys to the study of Vernacular, which they consider as one of little importance than to the want of zeal on the part of the Pundits.

"It is therefore absolutely necessary, that when such is the case, the attention of the boys ought to be drawn to the importance of acquiring a sound knowledge of their mother language;

and this can only be effected by making it a rule to test their merits in Bengali (as it is done in English) before they are admitted.

"The present system of admission is, in my humble opinion, very defective. I would therefore take the liberty of suggesting that, in the Examinations for admission, a Pandit should be associated with the Head-Master, and examine the Candidates in Bengali, and that the results of the Examinations in both languages be taken into consideration in deciding on admission or rejection. Such an arrangement would, I think, be attended with every beneficial result, and tend to raise the study of Bengali to its proper position in this Institution.

"Care at the same time should be taken to introduce into all the Classes such Bengali books as are useful and suited to the capacities of the learners. I would conclude this Report with requesting the favor of your sanction to the plans which I have taken the liberty to suggest, and so long as that were not done, better results in Vernacular can hardly be expected."

#### Tenth Class.

Tenth Class—number on the Roll, forty-one, present at the Examination thirty-

nine, absent two.

Twenty-eight boys gained one-half marks and upwards, and eleven boys above one-fourth marks.

#### Eleventh Class.

Eleventh Class—number on the Roll, thirty-one, present at the Examination

twenty-nine, absent two.

Sixteen boys gained above one-half marks, ten boys above one-fourth marks, and three boys smaller numbers.

#### Twelfth Class.

Twelfth Class—number on the Roll, forty-two; present at the Examination

thirty-eight, absent four.

Nineteen boys gained one-half marks and upwards, fourteen boys one-fourth marks and upwards, and five gained smaller numbers.

Thirteenth Class.

Thirteenth Class—number on the Roll fifty-two, present at the Examination fifty-one, absent one.

Nine boys gained one-half marks and upwards, twenty-eight boys gained above one-fourth marks, and fourteen boys smaller numbers.

The conduct of the Masters, and in general of the Pundits, has been in every respect satisfactory.

The recommendation of Pundit Pitambar, that Candidates for Entrance should be examined in Bengali, as well as English, has been adopted. For the improvement of discipline, a Register of Conduct has been introduced, and the Head-Master's proposal, that he should keep a record of his observations on the separate Classes, with suggestions for the guidance of the Masters, has been accepted, and carried into effect.

The consideration of a proposition by the Head-Master for a change of School-books has been deferred, until the publication of the School Committee's Report.



# COLOOTOLLAH BRANCH SCHOOL, CALCUTTA.

## FROM THE REPORT OF THE OFFICIATING PRINCIPAL, PRESIDENCY COLLEGE.

HEAD MASTER—BARU PEARY CHURN SINGAR.

The number of boys on the Rolls of this School at the end of the past Session amounted to 554 against 571 of the previous Session, and they are classified as follows:—

Hindus .....	552
Christians .....	2
<b>Total .....</b>	<b>554</b>

These pay at the following rates:—

Pay-pupils at 3 Rs. ....	175
Pay-pupils „ 2 „ .....	376
Pay-pupils „ 1 „ .....	2
Free-pupils .....	1
<b>Total .....</b>	<b>554</b>

The School has been entirely self-supporting during the past Session, the collection of Schooling Fees being Company's Rupees 15,585, and the expenses Company's Rupees 14,027-2-0. The cost of educating each pupil, taken from an average daily attendance of the last twelve months, has been Company's Rupees 2-9-6.

The First Class consisted of twenty-nine Students, of whom twenty-seven were selected to pass the Scholarship or University Entrance Examination, and the remainder left the School.

The result of the Examination will be found in Appendices B and C.

The Second and Third Classes were simultaneously examined with the Second and Third Classes of the Hindu School, and upon the same questions, the mode of conducting the Examination being the same as that followed in the Scholarship Examinations; that is, the Students were only provided with sets of printed questions and pen, ink and paper, no reference of any kind being allowed. To prevent intercommunication, they were placed at considerable distances from each other.

The Reports of the Examiners will be found in the Reports of the Hindu School.

The Examinations of the Fourth, Fifth, Sixth and Seventh Classes were conducted by

Mr. Jones ..... *English Reading and Explanation.*

Mr. Sanders ..... *History and Geography.*

Mr. Bees ..... *Arithmetic.*

Pundit Gouri Churn .. *Vernacular.*

*Fourth Class*—Thirty-eight boys, all present. Master of the Class, Babu Chundi Churn Banerjee. *History*.—The Examiner remarks:—"Sufficient attention has not been paid to Chronology. The Chronological Table should be committed to memory, or at least the more important dates selected from it."

*Geography*.—The full number of marks being 100, the first boy obtained ninety-eight, and six others ninety or more. Only one obtained less than a third. Judging by the marks, the Fourth Class passed a very good Examination in Geography.

*Arithmetic*.—The subjects were Simple and Compound Proportion, Vulgar and Decimal Fractions, Square Root, Simple Interest. The Examiner reports:—"The Examination was quite satisfactory." In this subject also the marks obtained are very high.

*English Reading and Explanation*.—Ten boys obtained half marks or more, twenty-three gained one-third, and five one-quarter.

*Bengali*.—In this part of the Examination one boy was absent: two obtained full marks, and thirty-two one-half or upwards.

*Fifth Class*.—Thirty-one boys, all present, except in the Examination in Arithmetic, from which two absented themselves. Master's name, Babu Nundololl Datt.

*History and Geography*.—The Examiner remarks:—"This is an excellent Class, and in these branches does the highest credit to the Teacher."

*Arithmetic*.—The Examiner reports, that the subjects of the Examination were "Simple and Compound Proportion, Vulgar Fractions, as far as Division. The pupils passed a fair Examination."

*English Reading and Explanation*.—Ten boys obtained one-half or more, thirteen gained a third, and eight a quarter.

*Bengali*.—One boy obtained full marks, twenty-two one-half and upwards, and eight less than one-half. The fifth on the list is said by the Examiner not to be fit for the Class.

*Sixth Class*.—Thirty-six boys, two absent throughout the Examination. Master of the Class, Babu Brijololl Mitter.

*History*.—Two boys obtained ninety marks or more.

*Geography*.—Eleven boys obtained ninety marks or more; twenty-five one-half or more.

The result in these subjects must be considered favorable.

*Arithmetic*.—Twenty-one boys obtained half marks or more, and thirteen less than half.

*English Reading and Explanation*.—Nine boys gained half or more; of the whole number of marks, nineteen obtained a third, and eight a quarter.

*Bengali*.—One obtained full marks, thirty half marks or more.

*Seventh Class*.—Thirty-three boys. One absent in the Examination in Arithmetic. Master's name, Babu Prasunno Comar Sircar.

*History*.—Fifty-one boys obtained half marks or more, the highest number being ninety-two; ten did not get one-third.

*Sanskrit*.—Eighteen obtained one-half or more, the highest number being ninety-five, twelve obtained less than one-third.

*Arabic*.—Seven obtained one-half or upwards, nineteen less than one-half, and six zero.

*English Reading and Explanation*.—Three boys obtained half or more of the marks, the highest number being seventy-five out of 100; eighteen gained a third, and six had less than a quarter.

*Bengali*.—One obtained full marks, twenty-six one-half or more.

This Class falls a good deal below others in the proportion of marks obtained.

Baboo Peary Churn Sircar, who examined the Eighth, Ninth, Tenth and Eleventh Classes, reports that they "have made fair progress in most of the branches they studied. All the Classes, however, showed remarkable deficiency in orthography, both Bengali and English; most of the boys could not write correctly many words which they could spell orally without any error. Writing out from dictation should be oftener and more carefully practised. The meanings of individual words in the Class Readers do not seem to have been learnt with precision. Teachers should take greater care in explaining fully and accurately the general and particular significations of words, and in imparting to their pupils clearer ideas of the objects meant by the words."

Pundit Prasanno Chunder Goopto, who examined these Classes in Vernacular, remarks that the results are very satisfactory, and show that the Puudit attached to the Classes must have faithfully performed his duties.

Baboo Mobesh Chunder Banerjee, Second Master of the Hindu School, examined the Twelfth and Thirteenth Classes.

*Twelfth Class*.—Forty-two boys, all present. Master's name, Baboo Radhagobindo Doss. Eight boys obtained half marks or more, twenty-one one-third or more.

*Thirteenth Class*.—Thirty-seven boys, all present. Master's name, Baboo Bholanath Saha. The boys of this Class have half

marks less, but they are very close together, the difference between one boy and the next being very small.

*Fourteenth Class.*—Thirty-seven boys, all present. Baboo Dinnonath Mookerjee, Master.

Baboo Mohinder Lall Shome, Third Master, Hindu School, examined this Class. Twenty-two boys obtained more than half marks; the highest numbers gained being forty-four, forty-three, and forty, out of fifty.

The Fifteenth and Sixteenth Classes were examined by Baboo Gria Chunder D. S., Second Master of the School, who reports that "the Examination of the Fifteenth Class has been pretty fair, Arithmetic being the only branch in which some of the boys have completely failed, and that the Sixteenth Class, divided into three Sections, acquitted themselves very satisfactorily."

The Officiating Principal cannot conclude this Report of the Branch School without noticing the cheerful and effectual aid afforded by the Head-Master, Baboo Peary Churn Sircar, in the introduction of a new method of collecting the Schooling Fees, by which the boys of each Class pay them to their respective Teachers, instead of being called upon individually by the School Sircar.

He begs that the Director of Public Instruction will also allow him in this place to acknowledge the ready co-operation of the Teachers of the Classes in carrying out that plan.

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# CALCUTTA MADRASA.

## ANGLO-PERSIAN DEPARTMENT.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
CAPTAIN E. ST. GEORGE.

HEAD-MASTER--MR. J. E. ROGERS.

Owing to the large increase in the number of the pupils in the Junior Classes of the Anglo-Persian Department, it was found necessary to entertain another Master, and Messrs Gouri Prosad Sircar was, on the 9th of February 1857, appointed Sixth Master on a salary of Rupees (40) forty per mensem.

With the exception of one Student, the whole of the First Class contended for Junior Scholarships. Seven out of twelve were successful.

The Examination in English of the Anglo-Persian Department was taken by Messrs. Sanders, Rogers, and Rees (the latter examining in Mathematics).

Mr. Sanders reports as follows.—

"I have examined the Second, Third, Fourth and Fifth Classes of the Madrasa, and have the honor to submit the following results. From the great inequality of the Classes, and the remarkable deficiencies in certain branches of instruction, apparent either in some, or in all of them, I believe the object of this Report will be most fully attained, by treating, in the first place, of each Class separately.

"This Class contains eleven boys, one of whom was absent, and two were sick, of the average age of 17½.  
Second Class  
Of all the Classes, this is, perhaps, the least deserving of praise. I find the same loose and vague style

of paraphrasing that I remarked upon last year. The explanation of the Poetry is, however, better than of the Prose, and may be mentioned with commendation.

"The *Spelling* for so advanced a Class is positively bad. Few can manage long words without the childish expedient of division into syllables. They have contracted a bad habit of naming the letters so carelessly, that, for instance, it is so often difficult to determine whether *b* or *be*, *n* or *ne* is meant. This, I observe, is the source of much confusion and error to themselves.

"In *Grammar*, they appear to know a good deal by heart; and so far well; but should a quotation be needed to explain any point in parsing, there is a sad want of readiness and of accuracy. The state of things prevails as well in regard to Etymology as Syntax. Hence the Class is far from being so expert, as it should be, in the important exercise alluded to.

"The *Geography*, with one bright exception, proved a failure. In *History*, not more than two boys acquitted themselves well, and in *Composition*, I can scarcely say so much for any, although the papers given out were limited to varying the form of expression in a few simple sentences.

"Some very fair specimens of *Map Drawing* were shown me. Little had been attempted beyond outlines, but what was done evinced aptitude.

Third Class.

"This Class contains fourteen boys, three of whom were absent, of the average age of 14½.

"*Reading* very good.

"The explanation of Poetry was capital, as good as I ever heard. This Department, I understand, was taken by Mr. DeSouza. I regret to note once more a considerable defect in the *Spelling*.

"The *Grammar*, on the other hand, gave me much satisfaction. It scarcely, indeed, extended beyond a verbal knowledge of the text-book, but their acquaintance with this appeared so thorough, that, with diligent training in Parsing and Composition,

the practical application of what they now know theoretically, another year may see them well versed in this most useful branch.

"The portions of *History* and *Geography* have not been so well prepared as might have been expected from their small extent.

"The exercises set in *Composition*, related to supplying the Commas and periods, and the capital letters, in two short sentences. The marks under this head, accordingly, though high, are not indicative of any great attainments. The pupils have not proceeded beyond the simplest sentences.

"On the whole this Class did well, and may fairly be expected next year to form a Second Class greatly superior to the present.

"This Class contains eleven boys, and all of them were present, of the average age of  $12\frac{1}{2}$ .

#### Fourth Class.

boys acquitted themselves respectably in all their studies. The first four on the Roll gave very fair *Explanations* in English, of both Prose and Poetry. The rest gave, with tolerable accuracy, translations into Urdu, excepting two boys, who, being insufficiently acquainted with either language, had to be passed over.

"As in every instance, the least gratifying part of the performance was the *Spelling*, the *Parsing* is exclusive of any reference to construction, of which no preliminary idea has been imparted, yet thus we often find very successfully accomplished at the present stage.

"In *History* and *Geography* they answered very well; but the exercises in *Composition*, I regret to say, although consisting merely in the comparison of adjectives joined to nouns, were not performed in a style suitable to the general proficiency of the Class.

"This Class contains fifteen boys, one of whom was absent, of the average age of  $11\frac{1}{2}$ .

#### Fifth Class.

This excellent Class has given me satisfaction in every particular, with the exception of English Composition,



in which I cannot congratulate them upon their progress. The little they have gone through would require a careful revision.

#### SUMMARY.

"This Examination, upon the whole, inspires good hopes for the future, from the superior promise of the younger Classes.

"The *Poetry*, in all, has been more carefully mastered than the *Prose*. Doubtless, it offers more attractions to the pupils. Yet, if a preference is to be given by the Teacher to either, it is perhaps due to that which presents language in its more useful, if homelier, aspect.

"I should be disposed to recommend more attention to the *Spelling*, in which all the Classes, except the youngest, are extremely deficient, and the higher are proportionately worse.

"For *Grammar*, so far as regards knowing the text-books by rote, we need not go beyond the Third Class. What is wanting to give a higher character to the grammatical acquirements of the Second Class, is a thorough drilling in the exercises of Parsing (*with Syntax*) and Composition. Without these, it is impossible to instil a just conception of the structure of language, and the relations of its various parts. *Composition*, indeed, continues to be the great desideratum in the Madrisca. The instructions in this subject have hitherto been scanty in the extreme, and would deserve all the enlargement consistent with the strict exigencies of the Course."

Mr. Rogers reports as follows:—

"This Class contains thirty-one boys, of the average age of ten years. Of these twenty-eight were present at the Examination. The boys

Sixth Class.

read and explained several lessons in their Reader satisfactorily. With a few exceptions, they also acquitted themselves very well in Spelling and the other subjects that they have studied. Eighteen of them have obtained, as you will see from the accom-

passing Babina, more than three-fourths of the aggregate number of marks allotted to the different subjects; eight others half and upwards; and only two less than half. This Class is certainly one of the most promising in the Anglo-Portuguese Department. Many of the boys in it are sharp, and all of them display an eagerness to improve.

"In the Seventh Class there are fourteen boys, whose average age is ten years. I was not satisfied with the reading of this Class. Only one boy read

tolerably well, the rest hesitated, made pauses where they should not, and invariably laid an emphasis on the last word of every sentence. They, however, translated into Urdu what they read correctly, though not always idiomatically. Their Spelling was on the whole fair, and with the Geography of Hindostan, which they have been taught *vide voce* through the medium of Urdu, they are pretty familiar. They know the names and situation of the different provinces, and of the principal towns, rivers, mountains, &c.; and they work accurately and neatly questions in Arithmetic up to simple Division.

"The Eighth Class is divided into two Sections, containing eleven and thirty-five boys, respectively. In the

Eighth Class. first Section, one boy is eleven years old, the rest are six, seven, or eight, and in the second, one boy (a Mogul) is twelve; the ages of the others range from four to eleven years. Owing to a change of Masters, the unusual prevalence of sickness, and the tender age of most of the boys, the progress made by this Class has been moderate. The boys of the first Section were examined in Reading and Spelling. Their pronunciation is tolerably good, but the habit of laying an emphasis on the last word of every sentence prevails in some degree among the boys of this Section also. In Explanation, Spelling, and Arithmetic, they acquitted themselves very well, and so did the boys of the second Section."

The Examination of the Persian Classes was taken by the  
 Officiating Principal and Head Monitor,  
 Persian. Mahomed Wujeeh, on the 16th and 17th  
 April, who reports as follows :—

“ The Students are divided into eight Classes, the first and second of which are instructed by the first Persian Teacher, Mirza Bozorg; the third, fourth and fifth by the second Teacher, Moonshee Gholam Feroz; and the sixth, seventh, and eighth by the third Teacher, Moonshee Tuffuzal Hossain.

First Class.

The First Class, being all competitors for Junior Scholarships, were not examined.

Second Class.

The Second Class, consisting of eleven pupils, was examined in the “ Shoorun Khosroo.”

The Third Class numbers fourteen pupils, who were examined in “ Yasuf” and “ Zalakha” and the  
 Third Class. “ Akhlaque Mahsinee.”

The Fourth Class contains thirteen Students, who were examined in the “ Bostan,” “ Aman Ullah Hosseinee,” and “ Quwazudce Hosseinee.”  
 Fourth Class.

The Fifth Class consists of fifteen pupils, who were examined in the “ Pandanamoh of Farreeduddoon Uttar Bugaat Alumgeereen” and “ Quwazudce Hosseinee.”  
 Fifth Class.

The Sixth Class numbers thirty-one Students, who were examined in the “ Pandanamoh of Farreeduddoon Uttar” and “ Sauda, the Goolshawoo Sybyan,” and “ Quwazudce Hosseinee.”  
 Sixth Class.

The Seventh and Eighth, each contains twenty-eight pupils, who were examined in Spelling and Reading.  
 Seventh and Eighth Classes. The progress shown by the pupils was altogether very satisfactory, and reflects great credit on all the Teachers, who seem to have spared themselves no trouble.”

The Examination in Urdu was conducted by the Officiating Principal on the 15th April last, who reports as follows :—

“ There are sixty-eight pupils, divided into five Classes, instructed by Moonshee Tuffuzul Hossain. The progress made by these Classes is very satisfactory ; the pupils are well grounded, and seem thoroughly to understand all they have been taught and great credit is due to their Teacher.”

The Examination of the Bengali Classes was taken by Professor Ram Chunder Mitter and Pundit Pitambur Turkapunchanun, who expressed their satisfaction at the very creditable way in which the boys acquitted themselves. The progress they have made during the Session reflects very great credit on their Teachers.

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## **COLLINGAH BRANCH SCHOOL, CALCUTTA.**

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
CAPTAIN E. ST. GEORGE.**

**HEAD-MASTER—MR. M. GREGORY.**

\* \* \* \* \*

On the 4th July 1856, it was ruled that none but Mahommedan Students should, for the future, be admitted into the Collingah Branch School, the Hindu lads being permitted to remain in the School on payment of a monthly fee of two Rupees, the fee for the Mahommedan lads was at the same time reduced to one Rupee per month. The number of Mahommedan pupils has during the Session increased from fifteen to fifty-six.

The house occupied by the School, No. 87, South Collingah Road, being inconveniently small, the School was, with the sanction of the Director of Public Instruction, removed to No. 73, Toltullah, on the 1st of March 1857. A saving of Company's Rupees 20 per mensem, being the difference between Rupees 80 and 60, the rents of the respective houses, has by this means been effected, and the new house is larger and more conveniently situated for both Scholars and Masters.

At the instance of the Head-Master, a general promotion was made in the Junior Classes in December last; this, and the numerous changes in the Instructive Establishment detailed above, most probably retarded the general progress of the Classes.

The First Class consisted of eleven boys in April last, average age seventeen, six of whom competed for Junior Scholarships. One boy, Bhoozun Mohun Banerjee, was successful, and two boys\* have been promoted to the Presidency College.

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\* Bannuadun Roy and Nobogopal Roy.

The Examination in English was conducted by Messrs. Sanders, Gregory, and Bees. The latter examined in Mathematics.

Mr. Sanders reports :—“At this Institution I examined four Classes (Second and Third Senior, and First and Second Junior), in English, in History, and in Geography.

“The Classes, I am informed, were remodelled by wholesale promotion so lately as last December,\* the pupils consequently have not had time to become perfectly familiar with studies to which they were only then advanced, the more especially as the change bore less reference to the qualifications of the pupils than to a convenient distribution of labor among the staff.

“Making allowance for this circumstance, the result of the Examination has been generally speaking creditable, the chief short-coming is in *Grammar*, particularly *Parsing*. The Geography, too, in all the Classes, would need more careful tending.

“The Second Class Senior† contained eleven boys, three were absent, average age 16 $\frac{1}{2}$ . A good deal of ability was shown in explanation of Poetry. The passage selected was one of considerable difficulty from the “*Essay on Man*.”

“The historical questions were answered in writing, in a manner which I should not expect often to find surpassed in Classes of equal standing.

“The Third Senior Class contained twenty-two boys, one was absent, average age 15 $\frac{1}{2}$ . I cannot give so favorable an account of this Class; it made a pretty figure in History, and a tolerable one in Reading, Spelling, &c., but failed, with few exceptions, in Geography, and what is of more moment, in Grammar: of Parsing they have scarcely any notion.

“The First Class Junior consisted of nineteen boys, average age fifteen. It is very backward in most respects. The explanation of Poetry, as usual, formed an exception. In Reading too, and Spelling, they approached the average standard.

\* Some promotions were made in the Junior Classes, but none in the Senior.

† Taught by Moulaie Moops Ali.

"The Second Class Junior consisted of twenty-two boys, three were absent, average age 14½. This Class did respectively better than the preceding. Two boys, Omesh Chunder Dey, and Nemy Churn Dey, explained some passages in English with fluency. The others could give the English of single words only, but this they did with smartness and precision. The Reading also was good; the Spelling and Grammar were fair; but the Geography was, as we have commonly found it, bad. This Class consisted almost wholly of boys promoted in December 1856."

This Class was examined by Mr. Gregory in Arithmetic, who thus reports:—"Six questions in Compound Division and Fractions were set to the boys attached to this Class; the results were pretty satisfactory. The boys might have advanced further if a general promotion in the Junior Department did not occur so late as in the month of December last."

The Examination of the Third and Fourth Classes in Literature, as well as Arithmetic, was conducted by Mr. Gregory, who reports as follows:—

"The Third Class Junior contained twenty-two boys, four were absent, average age 11½. The Reading, Explanation, and Spelling of the whole Class were very fair. One-half of the Class did very well in Grammar and Geography, the other half not so. In Arithmetic this Class had advanced as far as Simple Division. On the whole it did very well.

"The Fourth or last Class consisted of twenty-two boys, divided into three Sections, average age 8½. Section A., nine boys. With one exception, all the boys did very well. There are many promising boys in this Section, their pronunciation has been very studiously attended to. Abdool Ruzack is recommended for two Prizes, one for being the best boy in his Section, and the other for his regularity of attendance, he having been present one hundred and seventy-six days out of one hundred and seventy-seven working days, from the date of his admission in July 1856 to the close of March 1857.

Sections B, and C. also did very well.

Sections A. and B. worked sums in Addition and Subtraction. The results of the Examination are satisfactory.

Mr. Beer's Report has not been received.

The Examination of the Bengali was taken by Professor Ramchunder Mitter and Pittumber Nya Panchasani, who expressed themselves well satisfied with the general progress and proficiency of the Students, and especially recommended to notice the zeal and efficiency of their Teacher, Tripoorah Churn Goepto.



# **HOOGLY COLLEGIATE SCHOOL**

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. B. THWAYTES, B. A.**

**OFFICIATING HEAD-MASTER—MR. G. CONROY.**

The Annual General Examination of the Classes of the Collegiate School was conducted by the Officiating Principal, the Professor of Literature, the Third and Fourth Masters of the College, the Head-Master of the Hooghly Branch School, and the Head Pundit.

Mr. Beanland, Teacher. This Class, at the time of Examination, consisted of twenty-nine Students,  
Second Class, Section A. of the average age of fifteen years.

The Officiating Principal remarks :—

" I regret I cannot report very favorably on the performances of these boys in Arithmetic. The sole object and aim of the Students appeared to be, to get an answer to the question proposed without method, keeping up no connection between the successive steps or attempting to shorten operations. I noticed last year that the arithmetical operations of this Class were slovenly and longer than necessary. Whatever pains the Master has taken to remedy this defect, there is as yet no sign of improvement."

Mr. Graves, who examined this Section in Literature, reports :—

Twelve good.

Twelve middling.

Three bad.

Two absent.

Mr. Beanland, who examined them in History, remarks—

That he is satisfied with the progress made by the Students.

The Head Pundit also expressed himself satisfied with the progress made by the Students.

The Head-Master of the Branch School remarks :—

" Those Students who have attained two-thirds or upwards of the total number of marks, thirty have been considered Good. Those who have attained at least one-third, Middling. Those who have got less than one-third, Bad.

None good.

Eight middling.

Nineteen bad.

Two absent."

From the above Statement, it will appear that this Section has not passed a satisfactory Examination in Geography.

Mr. Ure, Master. This Class, at the time of Examination, consisted of thirty-four Students of the Second Class, Section B. average age of fifteen years.

The Officiating Principal remarks :—

" In Arithmetic, this Section passed a better Examination than Section A. of the same Class. It only requires a little careful teaching to bring it into a satisfactory state."

Mr. Graves, who examined them in Literature, reports—

Twenty good.

Ten middling.

Three bad.

One absent.

Mr. Beanland, who examined in History, remarks :—

" The boys of this Class deserve great credit for the ample answers they have given ; they have a large amount of information, but it is ill arranged and wanting precision."

The Head Pundit states that he was satisfied with their progress in Bengali.

The Head-Master of the Branch School remarks :—

" The total number of marks to be attained is thirty. Present at Examination twenty-nine, absent five."

None good.

Seven middling.

Twenty-two bad."

This Section, I am sorry to say, has passed an equally unsatisfactory Examination in Geography, as Section A.

Mr. Savigny, Master. This Section, at the time of Examination, consisted of thirty-six boys, of the average age of fourteen years.

Third Class, Section A.

The Officiating Principal remarks:—

“I was very much pleased with the way in which some of the Students of this Section worked questions in Arithmetic. A little more attention might be paid to acquiring abbreviated methods of operation.”

Mr. Graves, who examined them in Literature, reports:—

Seven good.

Fourteen middling.

Nine bad.

The bad boys of Section A. include several who were admitted or re-admitted during the Session, and for whom the Master cannot be held responsible.

Mr. Bealand, who examined this Section in History, reports:—

“I should say, on reference to the marks, together with the impression left on my mind, that this Class has passed a better than average Examination.”

The Head Master of the Branch School, who examined in Geography, reports:—

“The highest attainable mark is thirty-six. The highest attained is twenty-six.”

None good.

Fourteen middling.

Twenty-five bad.

None absent.”

Nearly one-third of this Section passed a tolerable Examination in Geography.

The Head Pandit reports that the pupils of this Section passed a “good” Examination in Bengali.

**Baboo Dwarkanath Chatterbaj, Master.** This Section is composed of thirty-eight Students, of the average age of fourteen years.  
Third Class, Section B.

The Officiating Principal, who examined in Mathematics, reports:—

“ More than half the Students of this Section passed a very satisfactory Examination in Arithmetic; the facility and rapidity with which they worked out the sums proposed, and the accuracy of their results, showed clearly they had been carefully taught.”

Mr. Graves, who examined in Literature, remarks:—

Twelve good.

Twenty-one middling.

Five bad.

Mr. Beauland, the Examiner in History, reports:—

“ It is not improbable that I may have under-rated these boys, but the bad writing, a fault inseparable from so young a Class, produces perhaps a more unfavorable impression than what the real merits of the answers would warrant.”

The Head-Master of the Branch School reports:—

The highest attainable mark is thirty-six, the highest attained is twenty-three and a quarter.

None good.

Fourteen middling.

Twenty-four bad.

None absent.

Though in this Section also only about one-third of the Students have passed a tolerable Examination in Geography, yet it will be seen that the number of those who have attained the highest marks exceeds that of those in the other Section.

The Head Pundit reports this Section to have passed a “ good ” Examination in Bengali.

**Baboo Shamaschurn Mookerjee, Master.** This Section consists of twenty-eight pupils of the average age of fourteen years.  
Fourth Class, Section A.

The Officiating Principal reports :—

"From the satisfactory result of my Examination of this Section in Arithmetic, I am convinced that it has been carefully taught during the year."

Mr. Graves, the Examiner in Literature, remarks—

Ten good.

Sixteen middling.

Two bad.

Mr. Beanland, who examined in History, reports that "this Class has done well as a whole."

The Head-Master of the Branch School reports :—

\* The highest attainable mark is eighteen.

Six good.

Fourteen middling.

Eight bad.

None absent."

This Section has passed a fair Examination in Geography.

The Head Pandit reports that this Section has passed a "good" Examination in Bengali.

Daboo Madhub Chunder Dutt, Master. In this Class there are thirty pupils of the average age of thirteen years.

The Officiating Principal, who examined this Class in Arithmetic, remarks :—

"I regret I cannot report favorably on this Section."

Mr. Graves, who examined this Section in Literature, reports—

Thirteen good.

Eleven middling.

Six bad.

Mr. Beanland, the Examiner in History, reports :—

"The Teacher of this Class seems to be well acquainted with the capacity of his boys, although I have not in every case been able to coincide with him, notwithstanding the Class has done very well."

The Head-Master of the Branch School reports :—

"In Geography the highest attainable mark is eighteen.

Four good.

Eight middling.

Seventeen bad.

One absent."

This Section has not done so well in Geography as the other.

The Head Pundit reports that this Section has passed a "good" Examination in Bengali.

Baboo Isser Chunder Doss, Master. This Class, at the time of the Examination, consisted of thirty-eight Students of the average age

Fifth Class, Section A.  
of twelve years.

Mr. Ure, who examined this Class in Literature, reports that the result of the Examination was "favorable."

The Head-Master of the Branch School, who examined this Class in Arithmetic and Geography, reports that "this Section has passed a fair Examination in Arithmetic and Geography."

The Head Pundit reports the result of the Examination in Bengali to be "good."

Baboo Bhuggobutty Churn Mullick, Master. There were thirty-nine pupils in this Section at

Fifth Class, Section B.  
the time of the Examination, the average age of the pupils was eleven years.

Mr. Ure, the Examiner in Literature, reports that he "had every reason to be satisfied" with the manner in which the pupils of this Class passed the Examination.

The Head-Master of the Branch School reports that "the result of the Examination in Arithmetic and Geography is satisfactory."

The Head Pundit reports this Section to have passed a "very good" Examination in Bengali.

Baboo Kadarnauth Dutt, Master. This Class was composed of

Sixth Class, Section A.  
twenty-six Students at the time at which it was examined. Average age of the

pupils ten years.

Mr. Ure, the Examiner in Reading and Grammar, reports that "I feel much gratified in having it in my power to report thus favorably on the progress and present state of this Section."

The Head-Master of the Branch School reports that "this Section has passed a pretty good Examination in Arithmetic and Geography."

The Head Pandit reports the result of the Bengali Examination of the Class to be "good."

Bahoo Bholan Churn Mullick, Master. This Class consists of twenty-four Students of the average age of ten years.  
Sixth Class, Section B.

Mr. Ure reported that he was satisfied as to the manner in which (with three or four exceptions) the boys performed their Exercises in Reading, Explanation, and Grammar.

The Head-Master of the Branch School reports that the result of the Examination in Arithmetic and Geography is "satisfactory."

The Head Pandit stated in his Report that the result of the Bengali Examination of this Class was "middling."

Baboo Koylashedunder Chatterjee, Master. There were thirty-five pupils in this Class at the time of Examination, of the average age of ten years.  
Seventh Class, Section A.

Mr. Ure reported that the Examination passed by the pupils of this Section in Reading and Explanation was "very creditable."

The Head-Master of the Branch School reported :—

"This Section passed a very good Examination in Numeration, Notation, simple Multiplication, and simple Division. The few that entirely failed learned, as I understood from the Master, a separate and lower Division, which had not yet fairly commenced with Arithmetic."

The Head Pandit reports the result of the Bengali Examination of this Section to be "good."

Baboo Bhojany Churn Dbur, Master. This last or junior Class consisted of thirty-nine boys, of the average age of eight years.  
Seventh Class, Section B.

Mr. Ure reported, that the result of his examination of eleven of the boys was "tolerably favorable," and that the remainder of the Class read easy lessons with "facility," but in Spelling and Explanation, they were "occasionally deficient."

The Head-Master of the Branch School reported :—

"This Section consists of a large number of Students, but the names of only those who have made any progress in Arithmetic have been included in this list (twenty-six). The first division, with only one exception, passed a very good Examination in Notation, Numeration, and simple Multiplication, but they failed in working simple Division. The second division knew Notation and Numeration."

The Head Pundit reported the result of the Bengali Examination to be "middling."

The Library is in good order, about fifty-eight volumes were added to it during the year. On the 31st of December 1856, it contained 1,864 works, in 5,090 volumes. In the course of the Session under review, 1,225 works were circulated among the Masters and Senior Students.



## **HOOGLY MADRISA.**

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. R. THWAYTES, B. A.**

### **ANGLO-PERSIAN DEPARTMENT.**

The Examination of the English studies of the pupils of the Anglo-Persian Department was conducted by the Officiating Principal and the Professor of Literature. The following are their Reports :—

**First Class.**

Moulavy Warris Ali, Master. This Class consists of four pupils of the average age of fifteen years.

The Officiating Principal, who examined them in Arithmetic, remarks :—

“These lads commenced English very late in life, consequently their pronunciation is defective. They lack energy and appear not to have an earnest desire to acquire a knowledge of the English language. They have, however, made satisfactory progress in Arithmetic during the year, but still they are below the standard of the corresponding Class in the English Department.”

Mr. Graves, who examined the Class in Literature, reports—  
“Two Middling.”

Moulavy Warris Ali, Master. There were ten Students in this Class at the time of Examination,

**Second Class.**

of whom three were absent. Average age of each pupil fourteen years.

The Officiating Principal reports :—

“This Class, comparing it with the same Class last year, has made tolerable progress ; some of the pupils are very unpromising, and will, I fear, never acquire a knowledge of English.”

Mr. Graves reports :—

“ One good.

“ Four middling.

“ Two bad.

“ One Student, marked nineteen years old, knows nothing.”

Baboo Callydass Mookerjee, Master. In this Class there were eleven Students, of the average age of thirteen years.

Third Class.

The Officiating Principal reports :—

“ This Class passed a very satisfactory examination ”

The following is the result of Examination by Mr. Graves —

“ One good.

“ Five middling.

“ Four bad ”

Baboo Callydass Mookerjee, Master. This Class consists of eleven Students of the average age of eleven years.

Fourth Class.

The Officiating Principal remarks :—

“ I was very much pleased with the result of my examination of this Class, the boys appear intelligent and anxious to learn.”

Mr. Graves reports —

“ Two good

“ Six middling.

“ Two bad ”

Baboo Romeshchandra Chatterjee, Master. This Class is divided into two Sections, the first, Section A, consists of nine, and the second, Section

Fifth Class.

B., of twenty-two Students. The average age of the pupils of Section A. is nine, and of Section B. eight years.

Mr. Graves, who examined them in Reading and Explanation, remarks :—

“ Eight boys read from No. 1 Prose Reader, seven being mere beginners were not examined. No Prize recommended, as the two best were respectively fifty-three and sixty-one days absent.”

# **HOOGHLY BRANCH SCHOOL.**

## **FROM THE REPORT OF THE OFFICIATING PRINCIPAL OF THE HOOGHLY COLLEGE.**

**HEAD-MASTER—BABU KHETTER MOHUN CHATTERJEE.**

The Annual General Examination of the pupils of this School was conducted by Mr. Conroy, the Officiating Head-Master of the Hooghly College, assisted by Babu Dwarkanauth Chakerbutty, Sixth Master of the Collegiate School, and Pundit Bhuggoban Chunder Bisharud, Second Pandit of the Hooghly College.

Babu Khetter Mohun Chatterjee, Master. The pupils of this Class were not examined, the reason for not doing so will be found in the Examination Report of Mr. Conroy, an extract from which is given below:—

“ I did not think it necessary to examine the First Class, on hearing that its best Scholars had gone up to the Presidency College as competitors for Junior Scholarships. I considered that the task of testing the attainments of the remainder would be, at best, but an invidious one, leading to no just conclusion as to the merit that might have been fairly claimed, had the whole Class been present.”

Babu Chundernauth Moitry, Master. This Class consists of thirty-one pupils, of the average age of sixteen years.

Mr. Conroy, who examined this Class in Literature and Arithmetic, reports:—

“ I regret that it is not in my power to make any favorable report of the progress of this Class in any one branch of study. In Reading as in Writing from Dictation, in Explanation as in Grammar, in Arithmetic as in Algebra or Geometry, these boys

[illegible]

Babu Bhadrachandra Chakrabarti, the Professor of History and Geography, remarks as follows:—

The remarks made by me on the progress of the work done in History and Geography are also available to the class. The best answers were given by Raymond, Edward, and John.

Pundit Bhagoban Chander Bhattacharya, who examined this Class in Bengali, reports the result of the examination as "good."

Hosh Babanath Banerjee, Master. The Government of India  
 has sanctioned the establishment of two Students, two of whom have obtained a  
 medical certificate during the Examination.  
 The average age of the pupils is fifteen years.

Mr. Conroy, who examined this Class in Literature and Arithmetic, reports:—

"I consider this Class to hold forth the fairest promise of future excellence. Its high state of discipline, and the results of the Examination, generally reflect great credit on its Teacher. In writing from dictation, many of the boys acquitted themselves without a single error. I was also much pleased with the animation and unusually appropriate emphasis with which most of the Students read passages both in poetry and prose. In Arithmetic, they did not succeed quite so well. I did not think it necessary to examine them in Geometry, having been given to understand they were mere beginners, and knew little or nothing of the subject."

Below Government Chakrabhutti reports on their history and Geography as follows:—

"One-half of the boys of this class passed a thorough examination in History and Geography. The answers given by the Church Chosen were generally satisfactory."

The Pundit reports this Class to have passed a "good" examination in Bengali.

**Babu Gopan Chauder Chatterjee, Master.** This Class is composed of thirty-seven Students, of the average age of thirteen years.

Fourth Class.

The following is the Report of Mr. Conroy, the Examiner in Literature :—

"The general result of the Examination was satisfactory. The reading, although in some few instances disfigured by bombast, was on the whole very creditable. The writing from dictation was also good. The explanations generally, but of Poetry especially, were not quite so satisfactory."

**Babu Dwarkanauth Chakerbutty**, who examined this Class in Geography and Arithmetic, appends the following remarks :—

"The majority of the boys of this Class appeared to me rather backward in Arithmetic. They did, however, somewhat better in Geography."

The Pundit reports that the progress of the Students of this Class in Bengali is "mildling."

**Babu Bunkobeharry Neogee, Master.** This Class consists of thirty boys, of the average age of eleven years.

Fifth Class.

**Babu Dwarkanauth Chakerbutty**, who examined this Class in all subjects, reports—

"These boys, with few exceptions, read carelessly, and made too many blunders in spelling. They also could not well explain what they read. In Grammar and Geography they did pretty well; but in Arithmetic, they did not seem to possess a thorough knowledge of notation and numeration, as only six boys could correctly write down the numbers which were given to them."

The Pundit reported that the result of the Examination passed by the Students of this Class was "good."

**Babu Bhollanauth Ghose, Master.** This Class contained six boys at the time of Examination, of the average age of nine years.

Sixth Class.

Babu Dwarkanauth Chakrabutty reported--

"The numerical strength of this Class has been diminished in consequence of some boys having withdrawn themselves during the year. The five boys who were present were examined in Reading, Spelling, Geography, and Arithmetic. They read with some affectation; but, on the whole, they have made fine progress in all their studies."

The Pundit reported that the progress made by the pupils of this Class in Bengali was "middling."

This Class consisted of seventeen pupils; of whom one was absent at the Examination. The average age of the pupils eight years.

Seventh Class

Babu Dwarkanauth Chakrabutty reported--

"Most of these lads are promising, and acquitted themselves entirely to my satisfaction."

The Pundit reported the result of the Bengali Examination of the Class as "middling."

# **DACCA COLLEGIATE SCHOOL.**

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL  
OF THE DACCA COLLEGE.**

**HEAD-MASTER—MR. F. TYDD.**

Mr. Brennard reports that "in Arithmetic, Algebra, and Geometry the results of the examination of the Second Class were very satisfactory. In Arithmetic the questions were generally answered correctly, and in Geometry and Algebra the progress has been good."

Second Class, School Department.

In Literature, the Examiner, Mr. Tydd, does not report so favorably. He says:—"The boys of the Second Class, School Department, passed a fair Examination in Oral Reading; but a large number was not up to the mark in English and Vernacular Literature. The boys were examined by a set of written questions, and their power of expressing themselves was so defective, from the want of exercise in Composition and Grammar, that I believe very few will be fitted to be promoted to the next higher Class, which is to compete for Entrance to the University next year."

Mr. Harris, the Examiner in History, says:—"The Second Class of the School I examined in Modern History, from the age of Charles the V. to that of Louis the XIV. The boys acquitted themselves remarkably well, and the greater part of them displayed a perfect knowledge of the important period of History which they had studied. Out of twenty-six boys, fifteen obtained marks which will entitle them, in this subject, to promotion; and even the remaining boys evinced a considerable knowledge of the facts contained in their text-books. Indeed, this Class possessed, if any thing, too good a knowledge of their subject. They know

not only all the facts, but they could repeat all the words too, of their author. They had learnt it all by heart, hence the written answers of these boys were as much alike as one pea as like another."

Mr. Robinson examined this Class in Geography. He remarks as follows:—"The knowledge of Geography possessed by these boys is mainly confined to the names of localities. Few of them could describe correctly the religion or government of any foreign country besides England. This deficiency may be the effect of imperfect revision caused by the frequent changes which have occurred in the College during the Session."

In Literature and the Vernacular this Section was examined by Mr. Tydd, who remarks that "all the boys of it passed a very fair Examination in Oral Reading; ten boys out of twenty explained their Poetry very well, but a large number failed in Grammar, owing to the subject being in a great measure neglected during the year. The marks gained in their Vernacular studies are not high."

Mr. Brennand examined the Section in Mathematics. He observes that "the pupils of this Section acquitted themselves generally very well in Arithmetic and Algebra, but in Geometry they had not made good progress."

Mr. Harris says:—"I examined the Third Class, Section A., in the History of Greece, both orally and in writing. The boys had evidently been well and carefully instructed, and one-half of them were perfectly acquainted with the leading facts of the history, and readily answered every question put to them. Still, the other half of the Class is, in my opinion, unfit for promotion, not only as far as their knowledge of Grecian History is concerned, but with reference likewise to their acquirements and capacity generally."

In Geography, the Examiner, Mr. Robinson, says:—"The answers of these boys show them to be possessed of a good acquaintance with the portion they have studied during the year. I observe, however, that the definitions of several important



terms, though repeated with accuracy, are not clearly comprehended, even by the best boys."

From the frequent changes that have taken place in the Masters of this Section, caused by the sickness of Mr. Scott, and his subsequent removal to the Collingah School, and the sickness of his successor, Baboo Ramshunker Sein, who obtained two months' leave on Medical Certificate, the progress made during the year has not been satisfactory.

The Examiner in English and Bengali, Mr. Tydd, says:—"The result of the Examination of this Section is not so good as might be wished."

In Mathematics about five boys have made fair progress in the subjects studied by them during the year.

In History, they were examined by Mr. Harris, who reports as follows:—"I am sorry to say that I cannot report upon it in any thing like a favorable manner. Some of the boys were unable to answer the most simple and easy questions. There were only three boys who knew the subject well; a few others were passable; but by far the greater part of the Class were upon one dull dead level, knowing little or nothing whatever of what they had read. The answers which I received from some of the boys would have done discredit to boys in the lowest Classes of the School."

In Geography, the Examiner remarks:—"I am obliged to say that sufficient pains do not seem to have been taken to impress the exact situation of places on the memory of the pupils. In other respects, however, their progress is satisfactory."

In Arithmetic and Bengali, the pupils of this Section passed a very satisfactory Examination, but in

Fourth Class, Section A.

English the results are not so favorable. The following is an extract from the Report of Mr. Harris, the Examiner:—"Of the Fourth Class, Section A, which I examined in Literature, I have nothing favorable to report. Younger boys, or boys of the same age, in lower Classes, passed before me a creditable Examination than did the boys of this Section. I am in-

clined, however, to attribute the general failure of this Class to the naturally poor abilities of many of the boys, than to any other cause."

Mr. Robinson examined this Section in Geography. He says:—"The descriptive remarks on each country given by Stewart do not appear to have been studied by the Class. I observe, also, too great a disparity in the relative attainments of the boys."

In English this Section was examined by Mr. Harris, who reports as follows:—"After so much disapproval, it is a relief to be enabled to praise. I was much pleased with Section B. of the Fourth Class, which I examined in Literature; the proficiency of the boys generally, and the degree of knowledge which they displayed, most agreeably surprised me. They read well; their explanations in Poetry were good; and Grammar they had at their fingers' ends. If anything, they had learnt, perhaps, a little too much by rote, which it is difficult totally to prevent little boys from doing, but, on the whole, the Class had evidently been well instructed, and did full justice to its Teacher."

In Arithmetic, the results were in general satisfactory.

The marks awarded for Geography also indicate satisfactory progress.

The Examiner in Bengali, Mr. Tydd, says:—"This Section passed a creditable Examination in Vernacular, but could not translate from Bengali into English, for the want of practice."

Mr. Harris examined this Section also in English. He says:—

"I can do no more than repeat concerning the Fifth Class, Section A., what I have said above regarding the Fourth Class, Section B. The boys of this Section did well in all respects; in Reading, in Explanations, and in Grammar. In the latter subject they equalled, but could not surpass, the Section above them. I consider this Class to be a credit to the memory of its late Master, Kisto Kinsore Chatterjee, who was its instructor to within about a month of the end of the Session."

Mr. Robinson, who examined the Section in Arithmetic, says :—  
 "The definitions and the reasons of the rules have not been studied with attention. The exercises which I set were worked with correctness and facility."

The marks given for Geography show that fair progress has been made in this subject.

In Bengali, Mr. Tydd remarks that "the result of the Examination on the whole was satisfactory. The present Teacher only took charge of the Class a few months before the end of the Session, from his anxiety to improve his boys, a better result may be expected next year."

This Section was examined in English by Mr. Robinson. He says :—"I am sorry to be obliged to speak unfavorably of the state of this Class.

The majority of the boys had but little conception of the meaning of what they read, and their power of expression was lamentably defective. Their pronunciation however was fair, and their Grammar tolerable."

Baboo Koilaschunder Ghose, the Examiner in Arithmetic, says :—"This Class, I am sorry to say, did not pass a satisfactory Examination in Arithmetic. More than half the boys did not know the definitions and Tables of Measures. It is however but justice to Baboo Kasublal Chaud to state that he had bad materials to work on, the Class, with a few exceptions, consisting of a set of dull and unpromising lads."

In Geography only six boys seem to have obtained half the number of marks and upwards.

In Bengali, the Examiner, Baboo Ram Sunker Sein, says :—"I am sorry I cannot recommend any boy for the Bengali Prize, as I find that the state of the Class is far from being satisfactory."

Examined in English by Mr. Robinson, who observes that  
 "this class passed on the whole a fair Examination."

Baboo Koilaschunder Ghose, the Examiner in Arithmetic, says :—"The majority of the boys of this Class did very well as far

as Simple Division, but almost all of these were found deficient in Reduction. Bussynt Coomar Ghose is the best of all in Arithmetic in this Class."

In Geography the marks awarded show that fair progress has been made during the year

In Bengali the Examination was satisfactory.

The remarks of the Examiners of this Section are nearly the same as those they made on Section A. of the same Class.

The Examiner says:—"This Class passed very well in English Reading and explained fairly enough their Prose Reader. In Bengali nearly half the Class obtained more than half the number of marks, which is a favorable result."

Seventh C, Sections A. and B.

The Classes in Dordoo were in general well attended during the year, both by the Mahomedan and the Christian boys. The Examinations were conducted by the Moorshee, who reports that "the students of the first two Classes seemed to me to have made fair progress during the past Session. The other two Classes were not so satisfactory."

# KISHNAGHUR COLLEGIATE SCHOOL.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. J. GRAVES, M. A.

HEAD MASTER—MR. S. W. BRADBURY.

This Class consists of sixteen Students of the average age of 17½ years, and was examined by Mr. Bradbury and the Head Pundit. Mr. Bradbury remarks—"In Reading and Explanation five boys gave me great satisfaction. The rest I consider very backward."

Second Class, Section I.,  
Senior Department.

"In Grammar nine boys acquitted themselves very creditably. More marks would have been given, but for the defects in writing out their answers.

"Many of them passed but very indifferently in Arithmetic, Algebra, and Geometry. There is a want of neatness and exactness in their work. More care must be taken next Session.

"In History they appeared to have read hard, but their writing out was wretchedly bad.

"They deserve great credit, however, for the way in which they passed their Examination in Geography; eight boys gave very neat and correct maps of Hindostan. I am confident from the result, that Baboo Omesh Chunder has bestowed great pains on his Classes."

The Head Pundit remarks :—

"The two Sections of the Second Class having been taught by myself, I feel some delicacy in making specific remarks upon the result of their Examination in Bengali conducted by me. The abular Statements submitted will speak for themselves."

Second Class, Section II,  
Senior Department.

Head Purdit.

This Class consists of eighteen Students of the average age of 15½ years, and was examined by Mr. Bradbury and the

Mr. Bradbury says:—"Six of these boys read and explained their lessons very well; many of the rest read tolerably, but were unable to explain what they read. The Master must labor a little more with his boys and endeavour to bring them to reflect on what they read. It is but right, however, to observe, that at the last Examination, the best lads were placed in the first section.

"In Lennie's Grammar, seven boys acquitted themselves very well; the rest only did tolerably. More attention must be paid to this subject next year.

"They passed a very good Examination in History, evidently showing that they had labored hard. Many of them, however, are very inferior in expressing themselves on paper. More practice of this kind is required; six boys answered voluminously; all did well.

"In Arithmetic, Algebra, and Euclid, most of them passed tolerably well. I have the same complaint, however, to make respecting the style of writing out, as I had with the first section. I shall make it a point to see that more attention is paid to this next Session.

"In Geography, they are far behind the first section. More attention should be paid to mapping, definitions, and the spelling of geographical names."

This Class consists of twenty-two Students of the average age of 15½ years, and was examined by Mr. Beston, Mr. Bradbury, Baboo Omesh Chander Dutt, and the Head Purdit.

Mr. Beston says:—

"I heard them read and explain in Prose and Poetry; the younger portion in general acquitted themselves better than the older portion of the Class, and do credit to the Teacher."

Mr. Bradbury remarks :—

"With two exceptions, I am happy to say these boys acquitted themselves very creditably in a written Examination in Lennie's Grammar. Only a little more practice in committing their ideas to paper is required.

Baboo Omesh Chunder Dutt remarks :—

"I took the Geography and Mathematics of this Class, and considering, from the Students studying in it, my own is annually formed, I took unusual care in examining their performances. Their Geography was badly written out, though the amount of knowledge displayed was pretty fair. The Arithmetic was slightly better, but in Euclid they gave me no satisfaction whatever."

The Head Pundit remarks—

"The Vernacular Examinations on the whole were satisfactory, but not highly so; not one boy has obtained four-fifths of the marks (50) allowed for the subject, and accordingly none deserve to be mentioned by name. In so easy and interesting a work as the Bengali History of Bengal, the Examiner had a right to expect better results than have actually been the case."

This Class consists of sixteen Students of the average age of 14½ years, and was examined by Mr.

Fourth Class, School Department.

Beatson, Mr. Bradbury, Baboo Omesh Chunder Dutt, and the Head Pundit.

Mr. Beatson says—

"I heard them read and explain in Prose and Poetry. In these subjects, six did very well, five more well, and the remaining four were tolerable.

"In History the greater number acquitted themselves with credit."

Mr. Bradbury remarks :—

"With one or two exceptions, these boys passed a very good Examination in Lennie's Grammar. They require a little more practice, however, in writing out answers.

"In Arithmetic they passed very creditably. They have been carefully instructed."

Baboo Onesh Chunder Dutt remarks—

"The boys one and all showed little or no hesitancy in answering those questions which related to the Geography of their own country, whereas in those which had reference to other countries, Belgium, North America, &c., their answers were more than usually full and minute.

"I examined them in the Bengali History of Bengal, and was not well satisfied with the result. Out of fifteen who presented themselves for Examination (one was absent), only three have obtained half marks and all the rest below."

The Head Pundit remarks—

"The translations of these boys (from English into Bengali) did them credit, but their Grammar was not equally good."

This Class consists of twenty-eight Students of the average age of 12½ years, and was examined by Mr.

Fifth Class, Section I.,  
Senior Department.

Beatson, Baboo Onesh Chunder Dutt, and the Head Pundit.

Mr. Beatson says—

"I heard this Class both read and explain in Prose and Poetry, and consider that, as a Class, they all did very well in both."

Baboo Onesh Chunder Dutt says—

"The questions in Geography were the easiest that could be imagined, and therefore the Tabular Statement shows so favourable a result. In Arithmetic, Grammar, and History, in which the Class was also examined by me, the Students acquitted themselves to my satisfaction. In fact, in so far as an Examination can show, this appears to me to be the best conducted of the Junior Classes.

I examined them in Bengali History of Bengal, and considering that they were examined in the same questions with the two Classes above, I look upon the result as very creditable to their industry."

The Head Pundit says—

"The Bengali reading of this Class was exceedingly good, reflecting great credit on their instructor, Pundit Nobogopal Tarkolon-



kar. Their Grammar, however, though not absolutely bad, was not in keeping with the style of their reading."

This Class, consisting of twenty-one Students of the average age of 12½ years, was examined by Mr. Beatson and the Head Pandit.

Fifth Class, Section II.,  
Senior Department.

Mr. Beatson says :—

"They were examined in Prose Reader, History, Grammar, Geography, and Arithmetic. In Prose reading and explanation, with the exception of a few, they did poorly, but in the other subjects, History, Grammar, Geography, and Arithmetic, they acquitted themselves very creditably."

The Head Pandit says :—

"I examined this Class in Churoopat, Part I., and Sanscrit Grammar, the text-books of the Class. Two boys, Mackhodaprosad Ghose and Rajnarain Singh, passed remarkably well, especially the former, whose smartness and confidence in answering all my questions pleased me exceedingly. Of the remaining nineteen boys, eight proved to be much above mediocrity, the rest, with the exception of two, passed a fair Examination. I had no reason to be dissatisfied with the general result."

This Class consists of fourteen pupils of the average age of 12½ years, and was examined by Mr. Beatson and the Head Pandit.

Sixth Class, School Department.

Mr. Beatson remarks :—

"I examined this Class in Grammar, History, Geography, and Arithmetic, and am happy to say that, with the exception of two boys, the Class has done very creditably."

The Head Pandit says :—

"These boys passed a good Examination in Reading, Explanation, and Spelling, but many of them failed in Bengali Grammar, which indeed is too difficult for so young boys."

This Class, consisting of twenty-four pupils of the average age of 11½ years, was examined by Baboo Omesh Chunder Dutt and the Head Pandit.

Seventh Class, Section I.,  
Senior Department.

Baran Chunder Dutt remarks:-

"This Class was examined by me in all subjects except Bengali, which was taken by the Head. They read and explained well, giving me much satisfaction by the ease and readiness with which they answered the questions put to them. In Arithmetic, however, they generally failed."

The Head Pundit says:-

"I examined these little boys in Bengali, and considering their extreme youth, the result was highly satisfactory."

Seventh Class, Section II,  
Junior Department.

This Class, consisting of seventeen pupils of the average age of 9½ years, was examined by Mr. Bentson and the

Head Pundit.

Mr. Bentson says:-

"This Class did very well."

The Head Pundit remarks:-

"These little boys passed a very good Examination in Bengali."

The Library is in perfect order. It now consists of 2,275 volumes and 321 pamphlets for use and circulation, 107 of which were added during the past Session. The books have been placed in a fine suitable room, and two new book-shelves have been added during the year.

The Philosophical Instruments are, with one or two exceptions, in a good state. No additions were made during the past Session.

The splendid new building is in a perfect state. It has been occupied by the College from the 1st of June 1856, i. e. since the opening of the Session.

## **BERHAMPORE COLLEGIATE SCHOOL.**

**FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. A. SMITH, M. A.**

**OFFICIATING HEAD-MASTER—MR. B. L. MARTIN, A. B.**

The Examination of the School Classes commenced on the 2nd April, and was brought to a close on the 15th. It was conducted by Messrs. Smith, Martin and Graves, by Baboo Sooshechunder Biddeyutna, Pandit of the Moorsshedabad Circle, the Senior College Pandit, and (by desire of the Local Committee of Public Instruction) by the District Deputy Inspector of Government Schools, Baboo Kalliprosunno Banerjee.

Sixteen boys, average age 15½ years. Babu Hurreedoss Ghose,  
Master. Mr. Smith, Mr. Martin, and Mr.  
Second Class. Graves, Examiners.

Mr. Smith says —

“ I gave this Class a rigid examination in Literature, but they did not come up to my expectations. They could substitute a dictionary meaning for almost any word they were asked, but could not explain passages of a line and upwards.

“ In History, with only two exceptions, they passed a most satisfactory Examination.”

Mr. Martin says—

“ I gave this Class a searching examination through Arithmetic; with about half I was well pleased; about a quarter answered fairly; the remainder answered little or nothing.

“ I had every reason to be satisfied with the answering in Euclid. Nearly two-thirds of the Class obtained two-thirds of the full number of marks, and almost every boy who did not answer well was able to answer nothing, showing that they had been well

taught, but that, as must be expected in every Class, some were too stupid to pass the bridge.

"Some four or five of the boys in this Class passed a very good Examination in Algebra as far as Simple Equations. On the whole the answering was satisfactory."

Mr. Graves says—

"In Stewart's Geography they had gone through Asia; in Crombie's Grammar the first sixteen Rules of Syntax. Their answers in the former subject were highly satisfactory. In Grammar eight did very fairly, the rest tolerably. Their Spelling was bad."

Pundit Sreesah Chunder Biddayutia reports :—

"This Class displayed fair knowledge in Durmo Niti, a difficult work. The boys passed a good Examination in Translation; but in their Grammar they did not pay much attention. I would recommend Shama Ohurun's Grammar for this Class."

Twenty boys, average age 14½ years, under Baboo Nishmoney Gangooly, Master. Examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Third Class.

Mr. Smith says—

"Great pains have evidently been taken by the Master of this Class with the pronunciation of his boys, as the Class generally exhibits excellence in this respect. Their Examination in Literature was on the whole satisfactory; their History had been prepared with great care, and the result was highly creditable."

Mr. Martin says—

"A greater portion of the boys of this Class appeared fully to understand the working of their sums than of any other Class which I examined."

Mr. Graves says—

"This Class passed a remarkably good Examination in Geography.

"In Dictation I gave them a passage in Prose from Macaulay's Essay on Milton, and one in Poetry from Gray's Prospect of

Bon College.' Their Spelling was very fair. The result of the Examination in Grammar was most satisfactory."

"Pandit Shama Churn Chatterjee says—

"The Reading of these boys was fair, but their explanation very indifferent, and Grammar a total failure, though the quantity read was very little, amounting only to the first twelve pages. In Dictation and Translation they did not acquit themselves creditably."

Twenty boys, average age fourteen years, instructed by Baboo Sreenath Shen, and examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Mr. Smith says—

"About one-third of this Class acquitted themselves very well in Literature: the rest very ill. In Poetry, Parnell's 'Hermit' was above their comprehension.

"The same boys whose Literature was good, also passed a creditable Examination in History, and, as before, all the others failed."

Mr. Martin says—

"I cannot say much for the knowledge of Arithmetic which this Class showed. With a very few exceptions, they showed themselves almost entirely ignorant of the Rules for working Vulgar Fractions, though many made a fair attempt at the Rule of Three."

Mr. Graves says—

"This Class did remarkably well, both in Grammar and Geography. In the former subjects, fifteen out of seventeen boys gained more than two-thirds of the full number of marks."

Their Spelling was very fair indeed.

Their Bengali Reading, Explanation, Dictation, and Translation fair; Grammar bad.

Twenty-six Boys, average age fourteen years, under Baboo Gobindchunder Mittre. Examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Fifth Class.

Mr. Smith says—

"Some of the boys only in this Class could give their answers in English. In other respects I had no reason to be dissatisfied with their acquirements in Literature, more particularly considering the amount of their Reading."

Mr. Martin says—

"The answering in Arithmetic was by no means satisfactory. Out of twenty-three boys, only three obtained more than two-thirds the full number of marks, and more than half did not obtain one-third."

Mr. Graves says—

"In this Class there were present twenty-three boys, all, with the exception of three or four, very promising lads. The readiness, as well as accuracy with which they answered the questions I put them in Grammar and Geography, afforded me great pleasure."

"In Dictation I gave them an easy passage from the Prose Reader used in the Class. Their Spelling, I am sorry to say, was by no means creditable."

Examination in *Nirukh* good, in Grammar not so satisfactory.

Nineteen boys, average age thirteen years, under the tuition of

Sixth Class, Section I.

Babu Rajnarain Chatterbutty. Examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Mr. Smith says—

"Only two boys in this Class obtained two-thirds of the full marks. The words given from the Dictionary in the way of explanation were themselves not understood. The pronunciation in general full, clear, and distinct."

Mr. Martin says—

"They all appeared more anxious to attempt the sums set in Fractions, which was the limit of their knowledge, than to attempt the easier sums in Rules which they had learnt the year before. Masters should keep up the back knowledge, as well as advance the studies."

Mr. Graves says—

"They appeared to have a very fair acquaintance with the Geography of Asia. In Grammar I had no reason to be dissatisfied with them."

Their Bengali was reported on the whole fair.

Eighteen boys, average age eleven years, instructed by Babu

Sixth Class, Section II. Nobeen Chunder Mittra, and examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Mr. Smith says—

"Five boys of this Class place the usual "e" before the initial "a," but the enunciation of the boys is in general clear and correct, and the Examination passed, on the whole, very fair."

Mr. Martin says—

"This Class had only learnt the same amount of Arithmetic as the Class below them had, and with the exception of about one-third, answered badly."

Mr. Graves says—

"I had every reason to be satisfied with the answers of these boys, both in Grammar and Geography."

Their Bengali was reported to be satisfactory.

Twenty-four boys, average age ten years, instructed by Babu

Seventh Class. Hulothar Bose, and examined by Mr. Smith, Mr. Martin, and Mr. Graves.

Mr. Smith says—

"The first boy of this Class appeared much in advance of the rest; the next seven answered very fairly; the remainder, badly."

Mr. Martin says—

"This Class was divided into two Sections. In Arithmetic most of the boys in the first Section worked sums both quickly and accurately in the Rules as far as division of money. The other Section showed about an equal knowledge of the Rules as far as simple Division."

Mr. Overman says—

"I examined this Class in Geography and Grammar. Their answers on the former subject were very fair indeed. I cannot say the same of their Grammar, *quantity* rather than *quality* appears to have been the object aimed at by the Master."

Their Bengali was reported to be fair.

Twenty-eight boys, average age ten years, under Babu Shama-  
churn Mookerjee, examined by the Deputy  
Eighth Class, College Inspector of Schools, Babu Kalliprosunno  
School. Banerjee.

The Examiner says—

"This Class contains twenty-eight boys. Their Bengali was by no means good, and their Explanation too literal. It is necessary that they should be taught to explain their reasons in concise Bengali, without which a substantial improvement cannot be effected. Their Grammar and Geography were fair; in Arithmetic, their performances should have been better than they were.

"In Bengali, some nine or ten boys did tolerably well, but the rest miserably failed."

Thirty-nine boys, average age 9½ years, instructed by Babu  
Ninth Class. Brejosoondar Nag, and examined by the  
Deputy Inspector of Schools, Babu Kalliprosunno Banerjee.

The Examiner says—

"This Class consisted of two Sections, containing seven and thirty-two Students, respectively, with different stages of progress. The majority of the first and the second Sections passed a fair Examination in their studies, the rest appearing to have had little or no pains taken with them. Their Bengali was not satisfactory. But from considering the number of Students on the Registers of this Class, it will be admitted that to do justice to such a number, distributed as they are through so many divisions, is quite impos-



sible for one Teacher, that their progress must be slow, and that the disparity between the attainments of different Students must be consequently great. For the efficiency of the instructive force, I would suggest that another Assistant be appointed for this Class."

## **RUSSAPUGLAH SCHOOL.**

### **FROM THE REPORT OF THE HEAD-MASTER MR. W. SCOTT.**

The Russapuglah Boarding School was examined by Mr. Rogers, Head-Master of the Calcutta Madrasah; Professor Ramchunder Mitter, of the Presidency College, and the Members of the Local Committee.

The proceedings of the year call for a few remarks from me beyond those of the different Examiners. What first demands notice is the great difficulty I have experienced in procuring for the tuition of the whole of the fourth English Class, which numbers so many as seventy young pupils, anxious to learn and eager to progress. It, of course, implies a desideratum well worthy immediate consideration, since it is absolutely out of the power of one Teacher, limited in his time, efficiently to instruct so large a Class, unavoidably divided and sub-divided into Sections.

The impracticability of securing the services of a European Non-Commissioned Officer as House Serjeant on Rupees 40 per mensem, led to the experimental entertainment, on half-pay, of a Mahomedan in that capacity; but the result of his probation was not satisfactory, until I caused the Writer of the School to take a portion of the duties (chiefly the table and clothing accounts) upon himself, thereby completely obviating the necessity of a European Serjeant on an increased salary. I therefore trust that these arrangements, which have been found to answer perfectly well, will now be made permanent, and that from the full pay of the post a proportionately compensative allowance of Rupees ten (10) per mensem be made to the Writer of the School, Baboo Juggodinsur Gangoolsee, which his additional services appear very justly to deserve.

Arrangements for the performance of the Serjeant's duties submitted for sanction.

## APPENDIX A.

With the advancing importance of the School, and its appreciation by the inhabitants of the surrounding Districts, the Sahibzadah boarders

Conduct of the Boarders.

have increased from eight to seventeen since November last, and their return to School after their weekly visits to their homes has been, with one or two exceptions, uniformly regular. Their morals under due supervision are as unexceptionable as I could desire, and their manners at table and on other occasions much improved, whilst the consistency of their conduct, by being pretty much the same at home as it is at School, has begun, I understand, to be there felt, valued, and acknowledged.

The Schooling Fees have increased correspondingly with the number of Hindoo Students, but the

Mahomedan out pupils should pay.

system of free instruction to the Mahomedan out-pupils has been found not to

operate at all towards the School's success, for they absent themselves on the most trivial occasions, attending only as they feel disposed, and doing evidently little for that which costs them nothing. Education, I think, may be placed on a better footing, by requiring some sacrifice on the part of those to whom it is offered: the advantages of which will doubtless be a select and better behaved set of boys and greater regularity in attendance. A moderate fee of four or eight annas might be safely introduced, whilst the only exception to the demand of payment should be in favor of a limited number of Free Scholars in indigent circumstances.

The Teachers have been mindful of their respective duties, and

Masters.

regular in their attendance, more especially Mr. Bohrendt (from Germany), whom I have had just cause to notice prominently as a faithful representative of his persevering and enlightened countrymen.

The Annual Examinations commenced on the 12th ultimo, and

Examinations.

continued up to the 24th idem, being conducted exactly according to the scheme

hereunto annexed.

The Junior School's subjects were commenced with by the pupils as late as November last, and the prescribed quantity is not therefore quite attained, yet two of its members (Hindooes) earnestly solicited leave to contend, and their names were forwarded to the Principal of the Presidency College, for insertion in his general list of Candidates. One\* Student, Sree Gopal Mookerjee, only presented himself at the Town Hall before the Examination Committee, the other was unable to appear, having on a sudden and of illness lost the use of both his eyes, which obliged his aggrieved parents to send him back to his native village. The exertions of the other pupils of the Class have been chiefly directed towards competing for the Prize liberally presented by Major Bowrie, in addition to the usual Government awards. Mr. Rogers examined the First and Second English Class, and his Report is here transcribed:—

"I went over to the School on the 17th and 18th ultimo,

Mr. Rogers's Report.

and heard the Students of the First Class read, and examined those of the Second and over, in all the subjects forming their course of study, except History, in which I set them a few questions, to which I requested them to furnish written answers.

"Four out of five Students composing the First Class were present at the Examination. I made each of them read a passage from Goldsmith's 'Deserted Village' and another from his Essay on Polite Learning. Both their pronunciation and reading were very fair, as you will perceive from the marks they have gained. They were subjected to a written examination in all the other branches of their study, the questions prepared in your Office having been forwarded by me to Mr. Scott, the Head-Master, on the dates specified on the sealed covers. Sahibzadah Mahomed Feruke Bukht has received above two-thirds of the aggregate number of marks allotted in the different

First Class, English Department.

\* He was not successful.

## APPENDIX A.

subjects, and two others, upwards of half; one boy only has obtained less than half. The Examination has, therefore, been satisfactory. Sahibzadah Mahomed Feroke Bukht appears to be a promising youth; he expresses himself in English with tolerable accuracy, and has made creditable progress in his studies. I beg to recommend him for a Prize.

The Second Class consists of nineteen boys, divided into two Sections, the first containing seven and the other twelve. They are together in

Second Class, English Department.

Poetry, History and Geography, but in all other subjects the first Section is in advance of the second. The boys of this Class also acquitted themselves well in every branch of their study except Arithmetic, in which the first Section failed completely and the second partially. Their answers in the History of Bengal were, for the most part, correct as respects facts; but the language in which they were expressed was more or less faulty. This, however, was, to some extent, to be expected from boys of their standing. Some specimens of Map-drawing were shown me; those drawn by Hoorinnoos Shah and Wahazooddeen Shah were pretty neat and accurate. Baharoolah is deserving of the first Prize in the first Section of this Class, and I would also recommend, if it be not contrary to the rules of the School, Wahazooddeen Shah for the second Prize; he is a very intelligent lad. In the second Section the first Prize should be awarded to Bhulanath Doss, and the second to Koilass Chunder Banerjee. Several boys of the second Section were absent on the days of Examination.

"The discipline and internal economy of the Institution appear to be judicious. In the Class no distinction is made between the Mysore Princes and the other Students: they all sit on the same form and learn together under the same Master. I was present when the boarders were dining, and was pleased to see them seated on chairs round a table, and using spoons and knives and forks in taking their meal. Their behaviour too was perfectly decorous. I was shown the dormitory, two well-

ventilated room on the third floor. The furniture of the room was clean and neatly arranged, and an air of comfort pervaded the whole."

Nawab Khayrolla Khan, who examined the Third English Class, speaks of it as follows :—

"This Class consists of twenty-eight boys, of whom six were absent. The pupils generally did not read with that fluency which should have expected them to exhibit, but the boys of the Mysore Family, of whom there were three in this Class, excelled the rest in the pronunciation of the language. In Spelling, Geography, Grammar, and Arithmetic, two boys passed with satisfaction, the rest tolerably. In writing from Dictation, many of them, however, did remarkably well, the exercises of some of them being free from a single error."

"I recommend Nögendronath Vottachargee for the first, and Debendronath Halder for the second Prize."

Prince Mahomed Busheeroodeen undertook to examine the Fourth English Class, of which he speaks thus :—

"The Fourth English Class is composed of seventy youngsters, who are ranged into three great divisions, the last whereof is again sub-divided into half-a-dozen Sections, according to the capabilities of the children."

"The first division passed satisfactorily in Reading, Spelling, Grammar and Arithmetic, the second as well perhaps as could be expected, but the third and all its constituent parts exhibited a very imperfect acquaintance with their elementary studies. I view this as an unhappy result; but it is ascribable alone to the want of an additional instructor, it being impossible for one person properly to compass within a few hours a wide circle of his duties, varying in degree, and requiring on his part method, equanimity and patience. Much harm, I conceive, is being done to the majority of these young aspirants, for instead of facilities, only difficulties are being placed in their scholastic course, and

their prospects affected when the provision made for their instruction is at best scanty while it is injudicious. To Shamachorn Singh and Khettarnath Mitter, however, who acquitted themselves with credit under all the disadvantages of their position, I would hope, may be held out some suitable encouragement on the day of the distribution of Prizes."

The Persian Department of the School was examined by His Highness Feroze Golsam Mahomed, assisted by Sahibzadah Mahomed Busheroodeen. Prince Golsam Mahomed reports as follows:—

"I undertook the pleasing duty of examining the first three Classes of the Persian Department in the Meezan, Seconder Namah, and Zulleckha, respectively. The First Class consists of four pupils, of whom one was unavoidably absent. They all read well, wrote well, and explained with precision, more, especially Sahibzadah Feroke Bukth and an out-pupil by name Mahumaudly, who are accordingly recommended for Prizes.

"The Second Class numbers seven pupils, of whom two were absent on sick leave. I examined them in pages that had been read by them and those they had not read, whereby I was enabled to ascertain accurately the actual ability of the Class in Persian, and to perceive a difference between it and the former Class. It was greater than should exist, and though it will be confessed that the Seconder Namah is a difficult School-book, yet they ought, I think, to have explained more intelligibly, and evinced a better acquaintance with the language. Ubdoor Ruheem, however, was very good, and him I consider deserving of a reward.

"The Third Class contains nine promising pupils, who read several pages of the Zulleckha with due observance of the rules of rhythm, orthographical mistakes few, and explana-

First Class, Persian Department, reported on by His Highness Prince Golsam Mahomed.

Second Class, Persian Department.

Third Class, Persian Department.

not commenced the study of the Persian Grammar only a few weeks back; I did not, therefore, think it advisable to retort testing their knowledge of it. Sahibzadah Hashim Shah and Bahar Golla are on a par together with equal claims to a Prize, whilst Sahibzadah Nawabooddeen Hyder and Walla Gohar are scarcely less deserving of encouragement.

"Considering that these three Classes are taught by one Teacher only, Moulvi Mahomed Rasheed, the satisfactory results on the whole of my examinations reflect great credit on him for his exertions during the year."

"The result of my examination of the Fourth, Fifth and Sixth Persian Classes in Golestan, Funda Namah, and Sewal Jawah, respectively, was equal to my expectations, and I beg that Sahibzadah Nawabooddeen, Secunder Shah, and Nadir Shah receive the Prizes allotted to the Classes to which they belong."

Baboo Ram Chunder Mitter, Vernacular Professor of the Presidency College, was requested to examine the Bengali Department, and the Report he furnished is subjoined:—

"I examined the Vernacular Department of the Russapuglah School, and found that the boys have made fair progress during the last Session. I would, however, beg to suggest that Bengali Grammar be simultaneously studied with other Works in Vernacular Literature. This improvement might well be introduced, especially as a Pundit is attached to the Institution, who is aided by Native English Masters and superintended by an efficient Head-Master."



## BARRACKPORE SCHOOL.

FROM THE REPORT OF THE SECRETARY TO THE LOCAL  
COMMITTEE, K. H. STEPHEN, Esq.

HEAD-MASTER—BAMU PEARY MOHUN MOOKERJEE.

The Secretary visited the School whenever the duties of his Office allowed him to do so, though not so often as the Rules required of him. Greater attention would have been paid to, and more interest could have been taken in the affairs of the School, had he been in the same town with his residence or Cutcherry, and this could be done with little detriment to the duties of his post.

\* \* \* \* \*

The Schooling Fee collected during the past year, that is to say, from May 1856 to April 1857, amount to Co.'s Rs. 1,067-10-6, which, on referring to the accounts of past years, exhibit an increase in the finances of the School.

Schooling Fee realised during the year.

The Examination of the School was conducted by the Inspector of Schools, the Secretary, and the Deputy Inspector of Schools in Calcutta.

Report of the Annual Examination.

The Inspector reports thus.—

“The First Class was divided into two Sections, of which the higher contained three boys, and the lower fifteen, of whom two were absent on sick leave. The higher Section had read in Mathematics the first two books of Euclid, the very commencement of Algebra, and the whole of Arithmetic. I am happy to state, that what they did in these subjects was done well. On the whole I consider Bamu Churn the best, and the other two equal.

By the Inspector.

"The lower Section was very inferior to the higher. I greatly regret that a general failure occurred in Arithmetic. Not one boy pointed correctly an easy sum in the Division of Decimals. In Grammar the answers were poor. I read to them a description of the Salt Mines of the Panjab, but only one boy (Neel Madhub Bhattacharjee) could write a short account of what he had heard. The best boys in the Examination were nearly equal. They were—Neel Madhub Bhattacharjee, Grish Chunder Mitter, Heraloll Ghose, and Kallyprosunno Chatterjee."

"The Second Class had not learned Vulgar Fractions and none were able to state a question in Compound Proportion. In awarding the order of merit, I concur in the arrangement of the Head-Master."

"The Sections A and B. of the First Class passed a very fair examination. A little more attention ought to be paid to their Reading. They understood what they read, but could not express themselves well enough in English, although they did so in Bengali. I shall draw the attention of the Head-Master to the above facts. Neel Madhub Bhattacharjee of the Section B. acquitted himself very well in the Examination and deserves the First Prize."

"The Second Class, on the whole, passed a very satisfactory examination. They explained the meanings of words and sentences in English with greater ease than the higher Class."

*Third Class.*—"This Class contains sixteen boys on the Roll, of whom one was absent during the Examination on account of illness."

"Four boys passed a very good examination in their subjects. The rest did tolerably well, with the exception of only one, who has lately joined the School. The boys seem to have read all the subjects of their study with much care and diligence; but I cannot report very favorably of their proficiency in Arithmetic. Of the two questions that I set to them, one only was answered correctly by five boys, and the other was not at all attempted."

## APPENDIX A.

I should therefore think that this subject was neglected by the Teacher, who says that his time was divided between two Classes, the Third and the Second."

*Fourth Class.*—This Class contains thirty-eight boys on the Roll, of whom four were absent during the Examination. Two of these, as may be seen by a reference to the Tabular Statements, have left the School of their own accord.

"The boys passed a good examination in all their subjects, except in Geography, of which they have learnt but a very few pages. The pronunciation of the boys and their explanation in Bengali were remarkably good, and I am glad to report that the boys have been well instructed in all the subjects of their study."

*Fifth Class, Section A.*—"This Class contains seventeen boys on the Roll of whom two were absent during the Examination.

"I was highly satisfied with their expertness in answering all my questions. They seem to have understood the contents of their books and not to get them by heart. I was the more struck with their mode of explanation, which they always did in good Bengali, though I should report that their progress in the Vernacular language is not very creditable to them, inasmuch as, in other Schools, boys of the same age are far in advance of them in that subject. On the whole, this Class passed a good examination in the subjects which they have read.

"Before concluding, I beg leave to observe that the Section B. of the last Class was examined by the Head Teacher, Baboo Pearymohan Mookerjee, who also assisted me in conducting the Vernacular Examination. He reports that the boys have done well, and he is satisfied with their proficiency."

The small Library of the School contains in it some very useful works, chiefly of a literary character, and has been kept in good order

State of the Library.

during the Session.

The School-house, which is of fine Gothic structure, contains a hall or rather a large room, fifty feet by twenty, and two smaller rooms, one

School-building.

above the other, with a verandah on each side of the lower story adjoining the hall, which, with one of the verandahs lately enclosed, are used as School-rooms (the other two rooms, one above the other, being allotted to the Head-Master's use free of rent.). It is kept in an excellent state, being repaired according to requisition every year, but thoroughly every fourth year.

The School is held in high estimation by the inhabitants, For want of sufficient accommodation, we are obliged to refuse fresh admissions, and are compelled to limit the number of boys to one hundred and twenty. I have already more than once urged the necessity of adding two more rooms to the School-building, and the sooner this can be done the better.

#### REMARKS BY THE INSPECTOR.

I have already, in my Quarterly Reports, mentioned the dismissal of the Head-Master of the School for drunkenness and falsehood. Our Masters ought to set a good example to the pupils, and if they fail in this point, they should be removed. Towards a Master in misfortune, I wish to be as kind as the Rules allow me to be, but when great moral offences are committed, my sympathy is with the parents whose children are under the wretched influence of such a Master. In these cases public duty forbids me to show any clemency. The moral character of our Government Schools must be raised.

The want of room in the School is greatly to be regretted. It has for the last two years been over-crowded, in spite of an increase of the fees and the establishment of a Grant-in-Aid School at Syedpore. The building being situated in Barrackpore Park, cannot be altered or enlarged, without the special sanction of the Governor General.

## **BARASET SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—BARU NOBIN CHUNDER DOSS.**

**HEAD-MASTER—BARU NOBIN CHUNDER DOSS.**

The Local Committee met eight times during the year. All the members visited the School on the Meeting days, and at other times, whenever their official duties allowed. They have, as usual, conducted the general Examinations.

The School continues to be efficiently managed and is held in high estimation by the people of the District. The number of pupils on the Rolls of the School is 204 against 193 of the preceding year; Scholarship-holders, 5 against 2; Schooling Fees and Fines realized, Rupees 1,991-11-6 against Rupees 1,717-13-3, and the daily average attendance 158·8 against 135·7; so that there has been a decided improvement in every one of these points. Were it not for one circumstance, however, which has come into operation during the year under review, the accession to the strength and finances of the School might have been more marked. I refer to the Dhormoshova School of Baraset obtaining aid from Government. In consequence of this connection with Government, and of the rate of Schooling fee in that School being much lower than what is charged in this Institution, the number of admissions into the last Class of the latter has materially fallen off. To remedy the evil, the Committee would be happy to recommend the rate of Schooling fee for the last Class to be reduced to 8 annas—a measure that cannot affect the finances, inasmuch as it will undoubtedly increase admissions, and so make up by numbers what may be lost in the amount of individual contribution. The

Committee even believe that it is easier now to introduce, in particular cases, a double rate in the First Class than to maintain the uniform rate in the lowest Class.

The general Examinations were conducted by the members of the Local Committee from the 30th Examination March to the 1st June, according to the following arrangements :—

Hon'ble Mr. A. Eden took the Second Class in Literature, History, Mathematics, Grammar, and Geography; Reading of all the Classes; Dictation of the Third Class.

Babu Mohun Lall Paunday—History of the Third and Fourth Classes; Translations of the Second, Third and Fourth Classes; Bengali of the Third Class; Explanation of the Fourth Class.

Babu Bamoon Chunder Bhattachargee—Bengali of all the Classes, except the Third; Arithmetic of the Third, Fourth and Fifth Classes; Grammar and Explanation of the Third Class.

Babu Jadub Chunder Sett—Geography of the Third, Fourth and Fifth Classes; Grammar of the Fourth and Fifth Classes; Explanation of the Fifth Class; Dictation of the Fourth Class.

The Examiners have been quite satisfied with the results of the Examination generally. From the First Class, twelve lads having been selected to compete for Junior Scholarships, the rest were not examined. It is gratifying to record here, that eight of these twelve boys have successfully passed the University Entrance Examination.

The Hon'ble A. Eden, Joint Magistrate and President of the Local Committee, has given three Donations. Prizes for distinguished merit in Gardening; Baboo Ram Canoe Ghosal, Mooktar, five Prizes for Bengali; Baboo Kally Kincur Chowdhury, of Bamoonmoorah, one Prize for Bengali Essay; Baboo Jadub Chunder Sett, Sub-Assistant Surgeon and Member of the Local Committee, one Prize for attendance, and Mr. W. A. Montcriou, a few copies of his Translations of the Persian work Gulistan, which have been awarded, so as to encourage regularity of attendance.

The Library is in good order and much resorted to by the Masters and such pupils as can make use of its contents. The number of volumes added to it during the last year has been thirty-seven, amounting in value to Rupees 86-2-0, which leaves just two-thirds of the Book Allowance undrawn.

The number of boarders has varied from five to fourteen, and the daily average attendance has been 67 nearly. The Establishment charge being nearly 5 Rupees a month, six-seventh part of 5 Rupees, or 12 annas nearly, from the 2 Rupees paid by each boarder, goes to that account, and the difference, only Rupees 1-4, is available for his diet. Hence the difficulty of making the Institution pay itself. Though for some months fuel has not been purchased, but supplied from the garden, and thereby some improvement in the finances exhibited, yet all the debts have not been cleared off; nor is there any hope of effecting this object, as fuel will soon have to be bought, and the present dearness of articles of food will only increase the difficulty. The Committee apprehend that the project will ere long have to be abandoned, unless means could be taken to augment the number of boarders or the rate of boarding fee paid by each individual.

The Agricultural Class received lessons from Lindley's Theory of Horticulture, and worked in their own gardens on the Farm. Twenty plots of ground, each about a cotah in area, were assigned to them, where they raised, unassisted by Mahees in any way, Peas, Beans, Cabbages, Endives, Cress, Tomato, Lettuce, Water Melon, Gourd, and other cucurbitaceous plants. They reared also such flower plants as Russelia, Intropbia, Cape Jasmine, Arabian Jasmine, Balsam, and Poinsettia. But they did not succeed in cultivating Salsify and Asparagus, and even of those plants which grew in their gardens, very few, it must be confessed, reached that degree of perfection which could alone elicit praise from visitors. The

## BARASAT SCHOOL.

following vegetables may be said to have succeeded well:—Peas, Endives, Cress, Tomato, Turnips, Mustard, and Tobacco.

As these boys do not belong to that class of people who look to Agriculture as their ultimate aim in life, they naturally pay less attention to this branch, than to their other studies. Besides, the Masters are over-burdened with other very onerous duties, which do not leave them that degree of leisure which can alone make success possible in a field, where they have every thing to do for themselves. The high-caste Hindus look with disdain on agricultural pursuits, and even consider them as forbidden by their Shastras. It is enough that in Barasat this silly prejudice has been overcome, and that sons of Brahmins and Boidos fearlessly hold the plough and till the ground. Eight of the twenty gardens have been kept up, so as to entitle their owners to Prizes. The three highest Prizes having been generously bestowed by the Hon'ble President as mentioned above, the remaining five have been given out of the Prize Allowance.

The general garden kept up by Malees is in progress. The improvements effected in it, during the year, were the construction, in part, of a pukka road, on all sides of the tank; the laying out, in an ornamental style, the spot of ground on the South of the tank, and the addition of the following plants:—Indian Tamarisk, Wing-leaved Ipomoea, Michelia Champaca, Spondias Mangifera, best sort, Areca Chatechus, and Jecchees. The crops produced were Arrow-root, Millet, Ginger, Paddy, Sugar-cane, Country Potato, Chinese Potato, Maize, Coriander, Mustard, Turmeric, Pataul, Brinjals.

In the latter part of September last, Cape and Scotch vegetable seeds, and English flower seeds, were received from the Agri-Horticultural Society of Calcutta, to whom the Committee take this opportunity of tendering their cordial thanks for such aid. Most sorts of the vegetable seeds were tried with success by boys, as well as Malees, but the flower seeds could not be made to germinate even at the second attempt. The lateness of the season when the sowings commenced may be assigned as one cause of this partial



## APPENDIX A

failure; though I may remark that so far as I know, Cabbages in this year, did not grow very well in any garden at Harrow.

A specimen of China Potato produced in this garden having been forwarded to the Agricultural and Horticultural Society of Calcutta, was laid before their general Meeting in February 1867, and has met with a favorable notice in their proceedings.

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## JESSORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—F. C. FOWLE, Esq., C. S.

HEAD-MASTER—MR. J. SMITH.

Six boys of the First Class competed for Junior Scholarships at the Kishnaghat, and, one, at the Presidency College, previously paying their fee of Rupees 5 each, under orders of the Director of Public Instruction. Most of the Scholarship questions being chosen for the Entrance Examination of the Calcutta University, the Candidates were not prepared for the Examination.

The General Examination was conducted by Messrs. Seton Kart, Molony and Powle, Dr. Thorp, Rajah Baroda Cant Boy, and Baboo Upender Chunder Nyaratna and Anand Chunder Bauerjee. It commenced on the 2nd of April and continued a fortnight.

The Second Class, under Babu Mohesh Chunder Banerjee, was examined by Mr. Fowle. It contained eighteen boys, of the average age of fourteen, of whom only one was absent. They passed a written Examination in History, Geography, Geometry, Algebra, and Arithmetic, and an oral one in the other branches of study. In Algebra four boys obtained the highest number; in Arithmetic, three; and in other subjects, a few,  $\frac{1}{2}$  and  $\frac{3}{4}$  of the marks assigned.

Mr. Fowle remarks:—"This Class was examined by me. There are too many subjects to be studied by boys who have so recently

entered this Class as these have, who comprise this Class. In two subjects only has any one boy obtained the highest mark; a better grounding would result from one subject, at least, being omitted. For instance Zoology might be dispensed with to great advantage. On the whole, the boys appeared to have been well taught, and did credit to their Teacher, who holds a Teachership Certificate."

Babu Upender Chunder Nyarutna, who examined this Class in Bengali, makes the following Report:—"I have examined this Class, and I consider it to have been well taught by Pandit Nilmony Nyarutna."

This Class, under Babu Saroda Prosad Roy, consisting of twenty-six boys, (ages ranging from eleven to fourteen,) of whom one boy was absent, was examined by Mr. Seton Karr, who forwarded the following remarks:—"I examined the Third Class, Section A., of the Jessore School, on Friday, the 3rd of April. They had read some of the History of Greece (Chambers's,) some of the Prose and Poetical Reader, the whole of the Etymology in Chambers's Grammar, and the whole of Europe in Stewart's Geography. There were twenty-six boys in the Class. I examined them in all the above books, making them read out portions and then requiring them to explain what they had read both in English and in Bengali. Several of the boys showed that they perfectly understood the meaning of every word, as well as the general import of the passages, and some of the passages were not easy. They answered fairly in History, well in Grammar, fairly in Geography. I noticed a tendency in History to answer questions in the very words of the book, which I drew the attention of the Master to. It was particularly remarkable, if any event was described in unusual language. This I at once checked by requiring them to answer in Bengali, and sometimes insisting on their giving the answer in English, *but in their own words*. They worked a sum on their slates not given them from the printed book with quickness, and generally with accuracy. I found three

Mahomedans in the Class, one of whom obtained a fair amount of proficiency. I did not make any change in the position of the boys, thinking that their places, or their titles to rewards, should depend on the work of the year and not on a single Examination. The first boys answered well and quickly, and the boy at the head of the Class seemed to me to have a right to his position. On the whole I think this Class to have been fairly grounded in the several branches of an English Education, and the result to be creditable to their Teacher, who was brought up in the Jesore School and in the Krishnaghur College. The writing books and the maps were also inspected by me; some of the latter were neat enough."

Babu Anand Chunder Banerjee examined this Class in Bengali. He remarks:—"I consider those boys who have obtained the highest number of marks deserving of Prizes."

This Section of the Third Class, taught by Babu Koylash Chund Mitter, consisting of twenty-seven boys, all present, passed a fair examination; six boys having obtained  $\frac{7}{8}$ , ten  $\frac{1}{2}$ , and four below  $\frac{1}{2}$  of the aggregate number of marks.

Mr. Molony, who examined them, remarks:—"This Class has acquitted itself well for the time that the boys comprising it have studied English."

Babu Anand Chunder Banerjee examined the boys of this Class in Bengali. He says:—"I have examined this Class—several who have obtained the highest marks are entitled to Prizes."

This Section, under Babu Kali Cant Mitter, consisting of twenty-seven boys, of the average age of eight, of whom one only was absent, was examined by Dr. Thorp, who reports—"The Examination has proved very satisfactory. The boys have been well grounded, and evidently understand what they read. It is difficult when all are so nearly equal to make a distinction. The boys' reading was particularly good."

The Examiner in Bengali, Babu Anand Chunder Banerjee, reports as follows :—

"With a few exceptions, the boys of this Class passed a fair Examination."

This Section of the 4th Class, under Babu Lokenath Banerjee, was examined by Mr. Fowle; the number of boys borne on the Rolls was sixty-one, of whom seven were absent on sick leave; their average age was seven.

Mr. Fowle remarks :—"There are too many boys in this Class for one Master to attend to properly. The Master appears to have taken great pains with them, for those who have been any time in the School were well up in their subjects. Many have been admitted within a few months only, and they could read very tolerably. The Master of this Class held a Junior Scholarship at the Dacca College."

Rajah Baroda Cant Roy and Baboo Anand Chunder Banerjee make the following Report on the Examination of this Section in the Vernacular :—

"This Class was examined by us. The boys showed the average attainments of their age and standing in the Class. Their Teacher, Babu Lokenath Banerjee, evidently has taken much pains in imparting instructions to them."

Library,

The Library continues in the same state as last reported upon.

Masters.

All have been, as usual, attentive and zealous in the discharge of their duties.

## PUDMA SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

OFFICiating SECRETARY—BANG KULAN CHUNDER DEB.

HEAD-MASTERS—BARU GOUD NARAIN ROY.

During the past Session the School was closed for upwards of three months from want of accommodation for the boys, the School bungalows having been placed under the charge of the Department of Public Works for re-construction. During this period, a large number of the Students left the Institution to prosecute their studies elsewhere, and the numerical strength of the School, which had reached 162 since the submission of the last Annual Report, was thus reduced to 127. A further reduction of the number on the Rolls was caused by the discharge of several pupils from the School for non-payment of Schooling Fees, and by the dissolution of the old First Class in March last. In consequence, the School only numbered 124 pupils at the close of the period under review, notwithstanding the accession of Scholars caused by fresh admissions. A falling off has also been observable in the number of applicants for admission into the School. The majority of these Candidates formerly were supplied by the villages in the neighbourhood of Commercolly; but a Grant-in-aid School being in operation at this Outstation, the people of these villages now send their sons to that School, which they prefer to this, as saving them crossing the Pudma, the passage of which, during certain parts of the year, is perilous.

Notwithstanding, however, the combination of unfavorable circumstances, which diminished the strength of the School, the average daily attendance

Attendance.

during the last Session has been, comparatively speaking, satisfactory, and would have been more so, but for the great prevalence of sickness at the Station. It was 92 against 115 of the preceding year, at the close of which the number on the Rolls was 143.

The receipts from Schooling Fees amounted to Rupees 1,003, which the Committee regards as not unfavorable, considering that all fees for the period during which the School remained closed were remitted by the Director of Public Instruction.

No subscriptions or donations have been received during the past Session. The promised donations referred to in the last Report have not yet been paid; the promise was obtained through the influence of the late lamented Mr. Cheap, on the occasion of the Hon'ble the Lieutenant-Governor's visit to the School in August 1854.

The Annual Examination of the School commenced on the 20th April last, and was conducted by the gentlemen named in the margin, Mr.

General Examination.  
Mr. J. D. Ward.  
Mr. C. F. Harvey.  
Babu Dwarkanath Bhowmik.  
Babu Kyles Chunder Dey.  
Babu Nool Mony Sen.  
Babu Gour Narsing Roy.

Dampier, the Officiating Joint Magistrate, and an Ex-Officio Member of the Committee, would have taken an active part in the Examination,

but was prevented from doing so by the occurrence of a heavy Fouzdaree case on the eve of it, which obliged him to proceed into the District. The result of the Examination will appear from the remarks made by the Examiners.

This Class contains fifty-three pupils; of whom forty-four were present during the Examination, the rest being absent from sickness and other causes. As there are six Classes in the School, and the number of Masters attached to it is only five, this Class is divided into three Sections, and placed under charge of the last three Masters.

It was answered by Mr. W. W. Woomesh Chunder Sircar, M.A.,  
which answers are as follows :

" These boys generally passed a very good Examination in  
Grammar, Geography, Arithmetic, and Bengali. Their oral read-  
ing and explanation, however, were not quite so satisfactory as  
could have been wished."

In this Class there are twenty-one pupils, all of whom presented  
themselves for Examination. It is under

Fifth Class. the tuition of Babu Madhub Chunder  
Dass, Fifth Master, who attended a few weeks before the Exami-  
nation. The Head-Master, who attended this Class, observes—

" This Class contains a very promising set of boys. Several of  
them passed a very creditable and generally good examina-  
tion in all the subjects of the course, and I was greatly sur-  
prised to find that the interruption of study occasioned by change  
of Master and the closure of the School, for upwards of three  
months during the Session, had not at all affected the attainments  
of these boys."

This Class counts nineteen pupils, of whom sixteen were present  
during the Examinations. It is taught by

Fourth Class. Babu Madhub Chunder Sircar, Fourth  
Master. The Head-Master also examined this Class. He  
remarks :—

" The result of the Examination passed by the Students of this  
Class was, on the whole, highly creditable both to themselves and  
to their Master, Babu Madhub Chunder Sircar. The subjects  
of History, Geography, Grammar, and Bengali were very well  
got up. In Literature the boys did pretty well."

This Class consists of fourteen pupils, all of whom were present.

Third Class. It is under the tuition of Babu Woomesh  
Chunder Sircar, Third Master.

The Examiner in History, Mr. Woot, remarks as follows :—

" I examined the Third Class of the Dubna School in History.  
The senior boys seemed to understand what they had read, and  
got through their test very creditably, but many of the boys at



the bottom of the Class seemed to know very little of what they had read, and hardly to understand what they remembered. Among the head boys of the Class, there are some who have a very competent knowledge of English; they spoke and understood it with much greater ease than I should have expected, considering their age and standing in the School."

Babu Neel Mony Sein, who examined this Class in Literature, Grammar, Arithmetic, and Bengali, reports as follows :—

"The Students of the Third Class did not acquit themselves as was expected. In Prose and Poetry, reading and explanation were both indifferent. In Grammar they answered more by rote than by understanding the subject, and in Arithmetic their method of writing out the operations appeared to me highly objectionable. I see no sufficient attention has been paid to Bengali, the boys could not even explain the first principles of Grammar."

In Geography, this Class and the Second were both examined by Mr. Harvey, whose remarks are as follows :—

"On the 23rd and 24th April 1857, I had the pleasure of examining the Third and Second Classes of the Pubna School, and was much gratified at the way in which most of the Scholars answered the questions in Geography and History, the younger boys especially. Contrary to the usual manner in which they generally answer (more by rote than really understanding what they learn), some of the boys, in fact I may say most of them, perfectly understood and answered questions which required thought, and a thorough grounding in the books which they had read, reflecting great credit on their Masters for the trouble they must have taken."

This Class numbers thirteen pupils, of whom ten presented themselves for Examination. It is taught

Second Class.

by Babu Ram Chunder Nundy, Second Master. Babu Dwarka Nauth Banerjee examined this Class in Literature and History, and made the following remarks :—

"This Class was examined by me in Literature and History. During the year the boys had read on these subjects parts of

Primer Reader No. V. and Primer Reader No. III., and portions of Webster's Elements of General History. They were required to read and explain one of their past lessons in each of the Readers. The majority read and construed the prose piece better than the poetical one. Even in Poetry, the reading and explanation of a few boys were fair enough. The defect noticed in the reading was the putting of wrong emphasis and the clipping of words. That observed in the construing, was imperfect understanding of the figures, and incorrect illustration of the similes. In History also, the pupils were examined *ad voca*, as I understood they were not used to Composition. A fixed number of identical questions were put to each boy separately. Some of the answers were very fair, others proved failures. This Examination was little less satisfactory than the Literature Examination. One fact, however, was patent from both Examinations, *viz.*, that the pupils felt difficulty in expressing their ideas. With the view of removing this difficulty, they should be made to write and speak English more frequently than probably they do now.

"The result shown in this Return may be considered favorable. The standard value assumed for each subject is 50. With one solitary exception, the boys have got more than half the number of marks : one of them has obtained fully three-fourths, and another has nearly attained that number. Sree Nauth Paul and Ram Churn Sandyal, who stand on the top of the list, have got the highest marks. These two boys appeared decidedly superior to the rest."

The Examiner in Grammar and Bengali, Babu Kyles Chunder Deb, remarks :—

"I examined the Second Class in English Grammar and Vernacular. In the former the Students afforded me great satisfaction, especially in its elementary parts; but in the latter they did not acquit themselves so well. However, as the School was closed for some months of the Session, no better result could be expected."

Mr. Harvey tested this Class in Geography. His remarks have been quoted above, and need not be repeated here.

In Mathematics the Examination was conducted by Babu Neel Mony Sen, whose Report is as follows :—

"The Students of the Second Class passed themselves tolerably well. They require little more practice, and sufficient care seems not to have been taken to make them adhere to the strict principles of mathematical demonstration."

This Class consisted of ten pupils, who studied the subjects of the Junior Scholarship Examination during the past Session under the tuition of the Head-Master.

Four of these lads, namely, Esser Chunder Chuckerbutty, Jadub Chunder Chuckerbutty, Tarinee Prossaud Goopto, and Luchheerut Lahooty, desired to compete for Junior Scholarships : but the first named Candidate was only allowed to undergo the Examination, the other three being considered disqualified by their age under the Rules circulated in February 1856. Esser Chunder was accordingly examined at Dacca, and has gained a Scholarship of Rupees 10 per mensem, tenable at the Presidency College.

The Committee have reason to believe that the School under Estimation in which the their charge stands high in the estimation of the community of Pubna.

The School Library continues in good order, many useful books have been added to it during the last year.

The School Bungalows have been very lately re-built by the Executive Officer of the Berhampore Division, but the work does not appear to have been well done ; one of the Bungalows leaks, though it is not yet full four months since they were made over to the Committee as complete. The Secretary has addressed the Executive Officer's Agent at this Station on the subject.

Baboo Gour Naram Roy, the Head-Master, has taken great pains in teaching his Class. He is an intelligent able Officer. Out of the four boys of his Class, who were competent to pass the Junior Scholar-

## PURNA SCHOOL

ship Examination, one only was allowed, the rest having passed the prescribed limits as to age. The boy has passed the Examination successfully as stated above. The Baboo always assists the Committee at their Meetings and in the performance of the office work of the School, in a manner which does him great credit.

Baboo Ram Chunder Nundy, the Second Master, is also an able man, and it appears from the result of the Examination of the Second Class, that he has taken due care in getting up his boys, though the progress made by them was not very rapid. This I think was owing to the School having remained closed for some months of the Session.

The manner in which the Third and Fourth Masters performed their duties was on the whole satisfactory, especially the fourth, of whom the Head-Master makes favorable mention in his remarks on the Fourth Class. Nothing can be said of the Fifth Master in this Report, as he has been recently appointed.

# **BURRISAU SCHOOL.**

## **FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—E. RADCLIFFE, Esq.**

**OFFICIATING HEAD-MASTER—BABU GOPAUL CHUNDER DUTT.**

\* \* \* \* \*

In conducting the Examinations (which commenced on the 6th and terminated on the 21st April) some delay occurred in consequence of Mr. F. B. Kemp's duties as Civil and Sessions Judge, depriving the Committee of his valuable services. To Mr. Alexander, the Committee is indebted for conducting the Examination in those departments, in addition to the others assigned to his charge.

The annexed Tabular Statement shows an increase of eleven boys over that of last year. The admissions were really more, but the names of others being struck off in consequence of failure to pay the Schooling Fees in advance, they have not been taken into account.

The attendance was not so good as last year, though the number of boys was greater. This may be accounted for in some degree by the Courts being closed for a longer period than the School in the Dourga Poojah, the boys, being chiefly the sons and wards of persons employed about the Courts, are detained till the return of their parents and guardians from visits to the neighbouring Districts.

\* \* \* \* \*

The School-house is considered somewhat crowded for upwards of 250 boys, and I fear additions will be soon necessary for the accommodation of the increasing number of Students. The

total annual repairs have been effected, but the floor is very damp; steps are under consideration by the Executive Engineer, with a view to mitigate this evil by re-constructing the floor.

The Examination just closed was conducted by the following gentlemen, in the departments noted opposite their names :—

Mr. H. Radcliffe ..... *Geography.*

Mr. H. A. R. Alexander .. *Literature and Mathematics.*

Dr. Scanlan .....

*or, Reading, Spelling, Arithmetic of all the Classes from the Fourth to the Seventh.*

Principal Sudder Ameen .....

*Vernacular.*

Babu Gopaul Chunder Dutt,

Off. Head Master, .....

*Translation of the First Four Classes : 8th Class in Reading, Spelling, and Arithmetic.*

The First Class consists of eleven boys, three in the first and eight in the second Division. The former proceeded to Calcutta to compete for Junior Scholarships, the result of which is unknown. The second Division was examined according to the Junior Scholarship Standard, excepting in Zoology and History.

Mr. Radcliffe, the Examiner in Geography, reports :—“The First and Second Classes were examined by written questions; the Third, Fourth and Fifth *visâ vote*. None of the boys in the three first Classes were considered deserving the full number of marks : one boy in the Fourth and three in the Fifth obtained the maximum number ten.”

The boys appear to have learnt the Definitions and Explanations without sufficiently understanding their purport. They attempted replies by repeating word for word from the text-book, but when asked at random, were at a loss for correct answers ; for instance, on some of the Third and Fourth Class boys being asked in what quarter of the Globe were situated Lakes Ontario, Michigan, and Superior, none could answer, but when directed to state the chief Lakes in North America, they readily

replied. Learning by rote is a waste of time, the Master's attention has been drawn to this subject. The boys should be called on to explain the meaning of what they learn, so that their intellects may improve as well as their memories. With regard to the Examination of the First Class in Literature and Mathematics, Mr. Alexander declares that "the result of the Examination, as shown by the marks awarded, is creditable alike to Masters and pupils." Dr. Scanlan observes, he examined the First Class in History and Writing, and considers "the progress made by the pupils highly creditable both to themselves and Master, and doubts whether boys in England, with their advantage of language, comparing like ages and powers of instruction, would answer better."

Mr. Alexander says of the Second Class :—"In Literature only ten boys succeeded in obtaining two-thirds and upwards of the full number of marks, in Mathematics only nine, and in Grammar thirteen." Dr. Scanlan—that "he examined it in History, and considers the majority did very well, it being evident that they understood the subject and had taken an interest in it, and did not entirely depend upon an effort of memory. The writing on the whole was passable."

Of the Third Class, Mr. Alexander reports that "he examined the boys in Literature, Grammar, and Arithmetic, and the result was very creditable to the pupils and Master. Dr. Scanlan observes that, in History and Dictation, the majority of the boys acquitted themselves admirably, and the result was highly creditable to the Teacher."

Mr. Alexander does not report favorably of the Fourth Class, which he examined in Reading, Explanation, and Grammar. Dr. Scanlan, on the other hand, is satisfied with the progress in History and the other branches of Literature.

With reference to the Fifth, Sixth and Seventh Classes examined by Dr. Scanlan, in Reading, Explanation, Grammar, Arithmetic, and Writing, that gentleman reports very favorably, commenting in high terms on the careful teaching of the respective Masters, and the attention of the boys themselves.

Of the Eighth Class, Babu Gopaulchunder Dutt remarks, that it consists of nearly fifty boys, whose ages vary from seven to ten years, the largest proportion of which had not attended the School more than three months; that he was pleased with the way in which they acquitted themselves, and reports that being examined with the same strictness as in the Presidency Schools, the result would be deemed very satisfactory even there.

In Translations the Head-Master reports his dissatisfaction with the result of the work of the First, Second, Third and Fourth Classes. He remarks, that it would be well for the Examiner to point out to the Masters the fact, that a deficiency in knowledge of the Vernacular will retard their promotion as much as a want of knowledge of English. Four boys in the First and two in the Fourth in some measure redeemed the credit of their respective Classes.

With the exception of the Sixth Class under Babu Annund Kishore Sein, the Principal Sudder Ameen reports favorably of the Examination of the School in Vernacular.

From the above, it will be seen, that the result of the Examination has been on the whole satisfactory; the conduct of the Acting Head-Master has been during my short incumbency exemplary; the Committee have found him exceedingly attentive, and desirous of promoting the interest of the boys entrusted to his charge. The Masters in general have been zealous in their duties; and it is hoped that the hint given to some of them by the majority of Examiners will be taken in good part, and that next year greater proficiency in the branches of study administered on will be exhibited.

With respect to financial results, it appears that, out of the sum of Rupees 250 per mensem assigned from the Education Fund, the Committee has only drawn, during the period under review, on an average, monthly Rupees 92-11-7.

This shows that the course of study is appreciated, the balance of expenditure being derived from the monthly payment of one rupee each from every pupil.



**COMILLAH SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

OFFICIATING SECRETARY—H. C. METCALFE, Esq.

HEAD-MASTER—MR. H. G. LEICESTER.

\* \* \*

The School was established on the 4th September 1837.

\* \* \*

The number of Students borne on the books shows an increase over that of the last year of eleven boys.

The number of Scholarship-holders is three, who are at present prosecuting their studies at the Dacca and Presidency Colleges.

\* \* \*

The Schooling Fees of the present Term amount to Rupees 1,114-8-0, showing an increase under this head of Rupees 80-8-0 over the collections of last year, *vide* Statement No. 7.

\* \* \*

C. Steer, Esq., Commissioner of this Division, offered the following Prizes, *viz.* Rupees 16 to any Mahomedan boy who should stand first in his Class at the yearly Examination; Rupees 12 to any of the same persuasion who should stand at the top of the Second Class, and Rupees 8 to any one who should be first in the Third Class.

\* \* \*

The following is the epitome of the general Examination:—

This Class, consisting of eight boys, five of whom competed for Junior Scholarships at the Dacca College.

First Class.

The remaining three were examined by H. C. Metcalfe, Esq., and Babu Dyarkanath Roy. The result was pronounced highly creditable.

This Class, consisting of twenty-two boys, divided into two Sections, was examined by H. Sandys, Esq., and Babu Dwarkanath Roy, both of whom reported favorably of its progress.

Second Class.

This Class, consisting of twenty-three boys (three absent) was examined by H. Cokerell, Esq., and Babu Dwarkanath Roy. The boys acquitted themselves to the credit of their teacher, Babu Hurriah Chunder Banerjee.

Third Class.

This Class, consisting of eighteen boys (all present), was examined by H. C. Metcalfe, Esq., and Babu Dwarkanath Roy, who considered it in a satisfactory and creditable state. The Examiner in English, however, was of opinion that there was room for great improvement in pronunciation.

Fourth Class.

This Class, consisting of fifty-six boys, divided into five Sections, was examined by M. Little, Esq., assisted by Babu Dwarkanath Roy. The Examiner in English considered the pronunciation of some of the boys in the several Sections defective, and suggested that as nearly half the boys in the School composed the Fifth Class, an Assistant Teacher should be appointed to enable the present Master to devote more attention to this particular point, which, from the present crowded state of the Class, he is unable to do. In other respects the Sections passed well. The Examiner in Bengali was generally satisfied with the result.

Fifth Class.

The Library is in good order, and continues to be much resorted to both by the Teachers and the senior pupils.

The School-house, with the exception of the thatched verandah, which has been partially injured by the late storms, is in good order.

General Remarks.

The Committee observe with satisfaction the progress made by the pupils during the past year, and the very flourishing state of the Institution generally.

They attribute much of the just popularity with which the School is regarded, to the efficient superintendence of the Head-Master, Mr. Leicester. Bearing in mind this gentleman's long and conscientious services, which date from the foundation of the School itself, it would afford the Committee much satisfaction, and prove, in their opinion, a useful incentive to the valuable class of Officers to which Mr. Leicester belongs, if his long services were rewarded by a increase of salary in the shape of personal allowance. Mr. Leicester receives no higher remuneration after eighteen years' employment in the Education line, than he received when he first entered it, although his merits have been constantly and handsomely recognized.

The Committee desire also to record their favorable opinion of the under Masters of the School. They evidently take both interest and pride in the advancement of their respective Classes, and, the Committee believe, are regarded with respect by their pupils.

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# NOAKHALLY SCHOOL

## FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—H. M. DAVIS, Esq.

HEAD-MASTER—MR. J. DESOUSA.

The Local Committee regret that it is not in their power to report any increase to the number of Scholars exhibited in the Annual Returns submitted with their last year's Report, which, notwithstanding a great many admissions since, especially after the Dussorah vacation, has remained stationary. This is attributable to the fact of nearly as many having left, for the most part, on account of the general unhealthiness of the Station, while three had died during the year. A few also were struck off the Rolls for long protracted absence without leave. The following Tabular Statement shows the number of admissions and removals during the year:—

On the Rolls on the 30th April 1856	71
Admitted during the year	32
	— 103
Left from various causes	21
Struck off	10
Died	3
	— 34
On the Rolls on the 30th April 1857	69

One remarkable and interesting, and (the Committee might add) almost new, feature of the recent admissions is, that they include several Mahomedan pupils, three of whom are the sons of a very respectable and influential man. The Local Committee

hope that the example which he has thus set will operate in a great measure in removing that prejudice against an English Education, which unfortunately here, as every where else, too generally pervades the Mussulman community. The Committee are also gratified to observe among the new-comers boys of a more interesting age and greater promise.

The attendance during the latter half of the year has improved. In April 1856, the average daily attendance was 51.41; since then the number went on diminishing gradually, owing to the continued prevalence of fevers throughout the rainy season, and the subsequent mortality from cholera, till, in the month of September, the attendance fell to 27.45. On the two days immediately preceding that on which the School closed for the Dusserah vacation, the pupils present numbered only seventeen, while those absent amounted to forty-four. On the re-opening of the Institution after the long vacation, when most, if not all, the pupils were expected to be in attendance, the state of things was far from being satisfactory, and a kind of gloom hung over the prospect of the School. On the first day there was one solitary Master present, about him were a dozen little fellows, whose voices were hardly sufficient to chase the dismal silence that reigned where the hum of a hundred voices was heard before. The Committee had granted the Head-Master a week's leave of absence on urgent private affairs, Babu Gooroo Churn Dass had met with a serious accident, and the Pundit was dangerously ill. During this gloomy state of affairs it was that Mr. Simson one day visited the Institution, and on observing the unusually small attendance, as well as influenced by other considerations, recorded his opinion that the School ought to be abolished. Since that time, however, there has been a reaction, and the average attendance during the last three months of the period under review was as follows:—

February	..	..	..	..	..	52.89
March	..	..	..	..	..	55.78
April	..	..	..	..	..	58.01

The sums realized as fees for tuition amounted, during the year, to Rs. 694 or Rupees 67-13-4 per month, as shown in Statement No. 2, which is enclosed herewith. The Local Committee regret to observe, that the amount bears no adequate proportion to the expenditure incurred by Government, and concurs with the Head-Master in thinking, that the fees of the First and Second Classes ought to be raised to two Rupees per month. At present, consistently with the system which obtains in nearly all the Government Institutions, (the Colleges excepted), there is a uniform rate of Schooling fee levied from all the pupils indiscriminately; but this is unjust towards those comprising the Class where the merest rudiments only are taught; and however good precedences may plead in favor of the practice, the Local Committee would much wish that more equitable rates were established, and that those who derive the greatest advantages ought to contribute the most towards the means for securing those advantages. The amount at present collected from the 1st and 2nd Classes exhibits a ludicrous contrast to that realized from the 3rd and 4th Classes.\*

In the Doretton College, at Saint Paul's, and other Institutions in the Presidency not under the control of the State, the fees for tuition vary in the different Classes according to the course of studies, and the experiment may be safely tried in the Schools established by Government.† The increased rate, it may be objected, would affect those in more indigent circumstances; but these can be exempted from paying the higher fee, after careful enquiry made by the Local Committee, that they are really so poor as to be entitled to the consideration. There can be no reason why those who can, ought not to pay a more advanced rate. As regards this Institution, the additional sum so realized

\* Since this was written, there has been a remission from the 3rd and 4th Classes.

† The Committee are glad to find that this has been recommended by the Committee appointed for the improvement of Schools.

would, in the absence of donations, local assessments, and special grants, enable it to engage the services of another English Teacher, and to add something to the Pundit's pay ; or now that the standard of instruction has been raised in accordance with the requirements of the University established in Calcutta, to contribute towards the purchase of Scientific Apparatus essentially necessary for the illustration of the Head-Master's Lectures on Natural Philosophy, Chemistry, &c."

The Library, including the additions made to it during the period under review, amounts to 142 works.

Library.

These are comprised in 213 volumes. They are, with few exceptions, in an excellent state of preservation, and are frequently referred to by the Masters, as well as the more advanced Students. To encourage a taste for reading among the latter, a Prize might be awarded, as is done in the Colleges, at the end of the year, to the Student who shall have profited most by a voluntary perusal of books from the Library ; but the amount of Class Studies required to be got through, in order to qualify for Scholarships or Entrance to the University, is so great, that it is feared very little time will be devoted to reading any thing else. For the more junior pupils, books of a lighter and more entertaining kind are required, and it is in contemplation to indent for a set of Chambers's Repository of Useful Tracts, Parley's Tales, Abbott's Histories, and other works of the same stamp. It is by means of such books that they may be led to acquire a taste for reading, when they would turn away with horror from works of more forbidding aspect as from so many bugbears. The Local Committee have it in contemplation likewise to form a Vernacular Library, the materials for which may be selected from the Reverend Mr. Long's Catalogue of Vernacular Works, as suggested by the Inspector. This Library may be rendered accessible under certain restrictions to the native residents of the Station.

The Committee also purpose subscribing for a copy of the *Friend of India*, the *Illustrated London News*, and one or two other periodicals, for the use of the Masters and the older pupils.

As yet, with the exception of an old Terrestrial Globe, there is no apparatus belonging to the School. Arrangements, however, have been made for procuring from England a Microscope of sufficient power for demonstrating the elementary tissues of plants, the cell contents, &c., the cost of which may be defrayed from a sum of money realized from the sale of books during their use, and now in the hands of the Local Committee.\* Should the amount be insufficient to cover the whole of the expenses attending the purchase, a portion of the Book allowance might go towards the liquidation of the same. The Local Committee also request that an application be made to the Director of Public Instruction for a small supply of Chemical Apparatus, such as Retorts, Flasks, Tubes, a Spirit Lamp, &c., together with an assortment of Chemicals, to enable the Head-Master to conduct a few experiments on the gases and other elementary bodies, and without which Vegetable Physiology can be taught only superficially. The Chemicals may be obtained at once from the Hon'ble Company's Dispensary on application to Government. A small set of Mechanical Powers also is required.

Attached to the present School-house is a little garden, which might be kept in proper cultivation, and if a supply of vegetable and flower seeds can be obtained from the Hon'ble Company's or Agricultural and Horticultural Society's garden, and forwarded by post, or by any other opportunity that may offer itself, some plants may be reared, which might be used as specimens for illustrating Structural and Morphological Botany.

In consequence of a Committee having been appointed to draw up a plan for the improvement of Schools throughout the Bengal Presidency, the Head-Master did not think it advisable, with one or two exceptions, to interfere with the arrangements made by his predecessor. The exceptions referred to are the introduction of Geometry in the Second Class, and Chambers's Elements of Knowledge and Frost's Lessons on Things in the Third and Fourth

Scheme of Studies.

\* This sum has been already realized to the Local Treasury.



**Classes.** The First Class have entered upon the Junior Scholarship Course.

During the cold weather, a few games, such as the battledore and shuttlecock, skipping, trundling the hoop, the dumb-bell exercise, &c., were introduced by the Head-Master, who himself joined in the sports. It is hoped that a supply of cricket bats and balls may be obtained at the next cold season. They might be paid for from the Contingent Allowance, if a subscription cannot be opened for the purpose. The money thus employed will not be thrown away. Indeed, if any encouragement is to be held out in this respect, it is to the Hindu lad, who is so generally averse to engage in any of those active sports which characterize our English Schools.

The Local Committee regret that there was no Examination for Scholarships this year. The Committee having concurred with the Head-Master in thinking, that there were no Students qualified to compete with a fair prospect of success, could not take upon themselves to grant the Certificate required by the Rules sanctioned by Government on the 12th of February 1856. There were a great many obstacles which supervened, so as to prevent the boys from effectually prosecuting their studies during the year, arising from the change of Masters, the unusual amount of sickness which prevailed during the hot and rainy months, and the closing of the School at two different times consequent thereto. Some of the Class-books also were late in arriving from Calcutta, so that two of the more important studies had not been entered on at all before, and were commenced with only on the opening of the School after the Dusserah vacation.

The General Examination, with a view to test the qualifications of the pupils in the several Classes, for prizes and promotions, and ascertain the progress they had made during the year, commenced on the 7th of April, and lasted till the 18th of that

month. Mr. Sinson being seriously ill, the task devolved on the Secretary, the only other member, who was assisted partly by the Head-Master, Babu Jussada Kumar Pyne, (native agent to Rajahs Pertab Chunder Sing and Laxer Chunder Sing,) and Babu Krishna Prosaudd Surma, (the Deputy Collector) undertook to examine the Vernacular Classes. The following are the results of the Examination:—

This Class consists of five pupils. All were present. Their average age was seventeen. They passed a fair examination on the whole, notwithstanding the several drawbacks to their studies, to which I have already alluded. Two of the pupils appeared to me to be rather deficient in the power to express themselves correctly and fluently in English. In Zoology they passed a very creditable examination. Babu Krishna Prosaudd Surma, the Uncommissioned Deputy Collector, who, at my request, undertook to examine them in Bengali, does not report so favorably of their progress in this branch of their studies. He recommends that they should be more frequently exercised in translation. George Nath Sen, who, with one exception, was best in all the subjects, and Kali Prasunno Sen, are recommended for Prizes, the former for general proficiency, and the latter for progress in the Vernacular. Mr. DeSouza also proposes, and the Local Committee concur with him, that a special Prize be awarded to Gour Chunder Doss for Zoology.

There are sixteen boys in this Class, their ages varying from eleven to eighteen. The average age is

Second Class.

14.44. Thirteen were present at the

Examinations. Of the remaining three, two were absent on account of illness. These pupils were examined in the studies of the Class. Eight acquitted themselves with considerable credit, and their Teacher, Babu George Churn Doss, certainly deserves praise for the pains he has taken in instructing them so well. I was particularly pleased with their answers to the questions put to them on the History of Bengal. With regard

to the rest, four did pretty well, and one was considered too old to learn anything.

Mr. DeSouza, who examined them in their Prose Reading, remarks as follows :—"They read with ease and a correct pronunciation, and appeared fully to appreciate the sense of what they read. They answered questions put to them in the etymology of words and their meaning, and in the explanation of passages selected by me, with a readiness and accuracy which showed that they possessed considerable command over the language. David Andrews, Peary Mohun Sein, and Shama Churn Sein distinguished themselves most in this respect. I recommend all three for Prizes."

Mr. DeSouza also examined them in Geometry and Arithmetic, and considers the progress satisfactory. He recommends Shama Churn, who acquitted himself the best in Arithmetic, for a Prize.

This Class was examined in the Vernacular, by Baboo Jassodo Koomar Pyno, who reports as follows :—

"I examined the pupils of this Class, and was greatly pleased with the result. They passed a very creditable Examination in both the Byakuram and Niti Bodh. I tested their knowledge of the former by a set of questions of rather intricate a nature, and I was gratified to find that most of the pupils answered them without experiencing any difficulty. In Niti Bodh, I examined them in the derivation and meaning of words, and the sense of particular passages, and the result was equally satisfactory. Peary Mohun Sen and Muddua Mohun Sen exhibited most proficiency, especially Peary Mohun Sen. I consider them both deserving of Prizes."

The number of pupils in this Class amounts to fourteen, whose average age is 12.78. About four or

Third Class.

five were too old for the Class. With the exception of one who could not attend from illness, all were present at the Examination, which was undertaken by myself and Mr. DeSouza. In History and the Rudiments of Knowledge,

they were very good. Their Poetical Reading was very lucid, on things which were good. In Geography and Arithmetic, however, they were very deficient, particularly in the latter. Their ignorance of Geography is, in some measure, excusable, as there are no good maps in the School.

Babu Krishna Prosad Surin examined them in the Vernacular. He says:—

"Their acquirements in this branch of their studies are very limited; but so far as they have advanced, they generally acquitted themselves to my satisfaction, especially Ram Chunder Ghose, whom I have the pleasure to notice with commendation."

This Class, by far the largest in the School, consists of thirty-three pupils, whose ages vary from six to thirteen.\* They are in different stages of progress, from the Alphabet to the Prose Reader No. II. Indeed, from their being admitted at different times of the year, and some of them just beginning to read, it has been found difficult to class them all together. Hence a group of five or six forms a Section. There are five such Sections. With the exception of four or five, all the boys were present. They were examined in English by Mr. DeSouza, who reports favorably of the result. Several of these boys did remarkably well, particularly three or four Mahomedan pupils, whose admission to the School has been very recent.

The distribution of Prizes to the Students who acquitted themselves with credit at the Annual Examination of 1855-56 took place on the 2nd of December last, Mr. Simson presiding on the occasion. From the irregular manner in which the Prize Books were received, coming as they did in small parcels from time to time, the distribution could not take place earlier. This year no list of Prizes has been forwarded, but the Head-Master has been requested to select, when he proceeds to Calcutta during the Dasserah vacation, in communication with the Inspector of Schools, such Prizes as may be deemed suitable.

The School continues to be held in estimation by the Hindu portion of the community. Such of their sons and other relatives therefore as are of proper age, are pupils of the Institution; but as yet very few of the Mahomedans, who constitute by far the largest portion of the population of the District, have availed themselves of the opportunity of giving their sons an English Education. It is much to be regretted that, where the Government have come forward so liberally to establish and maintain a School intended for the benefit of the people, contributing as they do towards the expenditure five times the sum which is realized as fees for schooling,\* that there should be so much of apathy and indifference manifested by the people themselves. The Committee are of opinion that the Fund assigned by Government for the maintenance of this Institution might be employed with more favorable results in localities where there is a greater demand for English instruction—where the anxiety of the State to educate its subjects would be met by correspondent efforts on the part of the people themselves. The Committee, however, are far from wishing to deprive the inhabitants of this District altogether of the benefits of an English Education; but they are of opinion that the expenses at present incurred by the Government are capable of retrenchment, and they accordingly beg to propose for the present the following scale of charges for the Establishment, viz. :-

Babu Gooroo Churn Dass	...	...	...	70
Babu Muddun Mohun Roy	..	...	...	35
Additional Teacher	...	...	...	15
Pundit	...	...	...	20
House Rent	..	...	...	20
Servants	..	...	...	9

\* The cost incurred by the State for educating each pupil is greater than that of any Educational Establishment (the Colleges and perhaps one or two other Schools excepted.)

The ordinary expenditure at present amounts to Company's Messrs 275. There will thus be effected a saving of Company's Messrs 110 per month, which may be held available for carrying out the reforms suggested by the Committee for the improvement of Schools. The services of Mr. DeSouza may with considerable advantage be transferred to some of the first-grade Schools. To the profession of Teacher, he brings an experience of nearly twenty years, combined with high acquirements, scientific as well as literary, and the Committee are firmly persuaded that his time and talents cannot be better employed than in imparting instruction in Chemistry and one or two collateral branches to an advanced Class in some of the Colleges or High Schools. Chemistry is perhaps Mr. DeSouza's forte, and his success in this interesting department of natural knowledge may fairly be argued from the devotedness with which he has been attached to it—a devotedness almost amounting to enthusiasm.

# CHITTAGONG SCHOOL.

## FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. W. BRATTON, ESQ.

HEAD-MASTER—BABU GOPAL CHUNDER BOSE.

The Local Committee held eleven monthly Meetings for the Local Committee. • despatch of general business, and two for especial purposes, during the past Session. The Committee regret to notice the loss by death of one of their colleagues, Mondvi Ashruff Ali.

\* \* \* \*

The number of boys on the Rolls at the end of April last amounted to 183 against 222 of April 1856 and 243 of April 1855. Thus it appears that there has been a gradual falling-off in numbers. The decrease during the past Session is chiefly owing to the establishment of a Grant-in-aid School in the immediate vicinity of the Government Establishment; the rate of Schooling fee in the former being one-fourth of that demanded in the latter. The attendance of boys has been far from satisfactory. To encourage regularity of attendance, the Committee allotted for it the Prize of 10 Rupees offered by Babu Choitan Churn. Dutt, and which has been deservedly gained by Mohnn Chaud Chowdree of the Sixth Class, the only boy who has not been absent for a single day during the past year.

It was formerly the custom with the Masters in the School to burden the memory of the boys by giving them Bengali translations of their daily lessons to be committed to memory. This plan has been done away with, and an interrogatory and explanatory mode of instruction adopted. The beneficial results which

Changes in the system of instruction introduced by the Head-Master.

are to be expected from this system have not yet been fully realized, its introduction being but recent.

The School-building. The School-building is in good condition.

The Library. The Library contains many very useful books of study and reference, and some valuable additions have been made to it during the past Session.

In connection with the Library, it may be mentioned, that three Reading and Debating Clubs, one composed of the Teachers and the educated natives of the Station, and the other two of the advanced Students of the School, have been established by the Head-Master, and that the demand for the Library books has been, in consequence, considerably increased.

The Annual Examination. The Annual Examination of the School was conducted by the Members of the Local Committee, who distributed the subjects amongst themselves in the following order:—

C. Chapman, Esquire . . . . *Mathematics.*

G. C. Fletcher, Esquire . . . . *History.*

S. F. Davis, Esquire. . . . . *Grammar.*

W. H. Henderson, Esquire . . . . *Literature.*

W. B. Bentson, Esquire, M. D. { *Zoology, Introduction to  
Sciences, and Lessons  
on Objects.*

H. J. Banber, Esquire . . . . *Geography and Copy-writing.*

Babu Obboy Chunder Dass . . *Bengali.*

The remarks of the several Examiners are quoted below.

The First Class taught by the Head-Master contains eleven boys, divided into two Sections. Three,

First Class, average age  
16.99.

the best of the Class, who formed the first Section, were Candidates for the University Entrance and the Junior Scholarship Examination, and they have been successful in both. Of the remaining eight boys, who formed the second Section, one was absent on sick leave, and another absent from sickness on two days of the Examination.



*Literature.*—"None of the boys in this Class obtained full marks. They however answered the questions put to them tolerably. The Master has taken pains with this Class."

*History.*—"Only two boys in the second Section of this Class have obtained a tolerable knowledge of the subject of their study. The remainder of the Section have learnt next to nothing."

*Grammar.*—"I examined this Class in Grammar, and was tolerably satisfied with the result. I remarked, however, that many of the boys who could well repeat the Rules of Syntax by rote, were at a loss how to apply them when told to do so. This learning by rote merely is a fault only too common in Schools."

*Zoology.*—"The Examination of this Class was conducted in writing, five questions being given. The written answers of the upper boys were tolerably satisfactory, but the words of the book were in most cases too closely followed. All displayed faults in Composition and Spelling."

*Mathematics.*—"I examined this Class in Algebra, Arithmetic, and Geometry, and with one or two exceptions, I found the boys by no means sufficiently acquainted with the common rules and principles of what they were learning. They have evidently not been properly grounded, and I am of opinion, that not only the boys of this Class, but also of the Second and Third Classes, have been pushed forward too fast."

*Geography.*—"The answers given by most of the boys have been unsatisfactory, and not what might have been expected from the First Class in the School; but it is fair to remark that the test was a minute and severe one."

*Writing and Map-drawing.*—"Prosono Coomar Dass and Juggut Chunder Dass are equal in writing and drawing of Maps from memory. I consider their performances very creditable."

*Bengali.*—"Prosono Coomar Dass, Luklee Chunder Dass, Nobo Coomar Dass, and Oma Churn Dutt have passed well, and the rest indifferently. In Spelling, Grammar, and Composition some of the boys are miserably bad."

This Class consists of twenty-two boys, two of whom were absent owing to illness. Second Class, average age 12½. Teacher, Babu Bipradas Banerjee.

*Literature*.—"Only one boy, the head-boy, obtained full marks. The rest did tolerably well. I think the Master has taken pains with this Class."

*History*.—"Two-thirds of the boys in this Class have acquired a considerable acquaintance with the subject of their study."

*Grammar*.—"This Class did remarkably well in Grammar. The head-boy well deserves his place as far as this subject is concerned."

*Introduction to Sciences*.—"The result of the Examination of this Class is unsatisfactory. In the first place, it appears to me, that many of the boys should not be in it, as they do not understand simple questions in English, and can scarcely speak it; *secondly*, what they have read seems not to have been explained to them in a proper manner. I do not allude to many of the scientific terms, which are, I presume, beyond the knowledge of the Master, but the general sense of simple passages has not been conveyed to them. No Teacher, without some knowledge of Greek and Latin, is competent to teach even so elementary a work as 'Chambers's Introduction to the Sciences,' boys in consequence are taught to say 'Pachyderms, aves for avēs, Hippopotamus, &c. ;' but a Second Master should be capable of explaining ordinary passages, and that this has not been done is certain, from the garbled half-remembered quotations given as answers by many boys, without any knowledge of their meanings. The Class has been under the charge of Babu Bipradas Banerjee for the last six months, and was taught previously by Mr. W. Cardozo."

*Mathematics*.—"The Examination of the boys in this Class has proved most unsatisfactory, and I consider that the greater number of boys in this Class ought to be put back in Mathematics, and taught more carefully the common rules and principles of Arithmetic, &c."

*Geography.*—"The replies from the boys of this Class have not been very good, and the last seven or eight boys are unfit for the Class."

*Writing and Map-drawing.*—"There has been an improvement in writing since last year. Russick Chunder Nundee is the best boy in this Class."

*Bengali.*—"Excepting Tara Chura Sein, Juggut Chunder Cool, Abdool Hamid, Gour Mohon, and Ram Coomar, this Class passed a bad examination. In Grammar, the boys are remarkably bad; most of the boys could not tell how many letters are there in the Bengali language. Translation from English to Bengali and explanation are also discreditable."

Third Class, average age  
14½.

This Class is composed of twenty-five boys, twelve were absent, of whom nine were sick. Teacher, Moonshie Abdool Lateef.

*Literature.*—"The second and fourth boys obtained full marks, and the third and first very nearly full marks. The rest did tolerably well. It appears to me rather singular that the whole of the lower boys of this Class are absent—sick it cannot be from over-hard study, but probably idleness may have something to do with it. It is unfortunate for the Master, as it takes away a great portion of praise due to him."

*History.*—The Examiner makes no remarks. It appears, however from the marks given, that the result has been tolerable.

*Grammar.*—"In this Class twelve boys were sick or absent, most of whom are low down in the Class. Those who were present and were examined, passed a fair examination in this subject, with the exception of Leonath Suran and Poornó Chunder Dastidar."

*Lessons on Objects.*—"The boys of this Class do not appear to have learned the subject in a proper manner. Some of them repeat with great fluency the different lessons, but cannot explain them. They are generally deficient in English; all answer questions well when put to them in the words of the book, but fail if any variation is made. They have learnt by rote without

understanding. The present Master has been in charge of the Class five months."

*Mathematics.*—"I examined the boys of this Class in Simple and Compound Proportions and Vulgar Fractions from Bonnycastle. The sums given were very simple, and, with one or two exceptions, the result was by no means satisfactory. The boys have evidently not been well grounded."

*Geography.*—"The first two boys have answered satisfactorily, the replies from the other boys are indifferent."

*Writing and Map-drawing.*—"Doorgadas Das and Jary Mohon Dhar have done very well, the remaining boys have improved in their writing."

*Bengali.*—"Out of thirteen boys, only five have got more than the half number of marks. Some of the boys could do nothing in Explanation and Spelling."

Fourth Class, average age 12½.	This of which Teacher	two boys, nine absent owing to sickness. Burroth Chander Sein.
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*Literature.*—"The two heads of this Class obtained full marks. Doorga Churn Sein and Banust Rangela very nearly obtained full marks. This Class, on the whole, did tolerably well. Nobo Chunder Kananga ought to be degraded; he has obtained no marks in this subject. This is a very large Class, and more troublesome to manage than a smaller one. The Master deserves praise for the manner in which he has performed his portion of the work."

*Grammar.*—"I was on the whole well pleased with this Class. The first boy did not acquit himself as well in this subject as might have been expected from his position in the Class, but the second boy obtained full marks."

*Lessons on Objects.*—"The subject in which this Class was examined has been chiefly learnt by rote. The boys quote from the book, and do not describe the objects placed in their hands. Several of them appear to be very ignorant of English. The present Master has been in charge of the Class five months."

*Arithmetic.*—"The boys of this Class were examined by me in Reduction, and Simple Proportion from Chamier's *Arithmetic*, and with a very satisfactory result, as I deem by the number of marks given."

*Geography.*—"There is a great improvement in this Class since I examined it last year, and the advancement is very creditable to the Officiating Fourth Master, Surrutchunder Sein."

*Copy-writing.*—"The writing of this Class does credit to the Master and his pupils."

*H. yali.*—"This Class has passed a good examination. Some of the boys have done much better than many of the boys of the Third Class. In spelling, however, half of the boys have passed badly."

Fifth Class, average  
age 10½.

This Class is composed of twenty-six boys, of whom five were absent. Teacher, Babu Koylash Chunder Dass.

*Literature.*—"I examined this Class in Prose and Spelling No. II.; the whole of the boys answered the questions put to them exceedingly well, with the exception of the last boy, Hur Coomar Dass. The Master has evidently taken great pains in teaching the boys of this Class—by deserve praise."

*Grammar.*—"This Class, with a few exceptions, passed a good examination in this subject. Greesh Chunder Boso answered all the questions remarkably well. Tofel Ally and Omah Churn Biswas did very badly, the latter especially so. I understand that some of those boys who passed the worst examination are those who have been the longest time in the Class, which proves the necessity for the new rules recently introduced, that no boy shall remain in a Class more than one year, but that if undeserving of promotion at the end of that period, he shall be degraded."

*Lessons on Objects.*—"The examination of this Class is tolerably satisfactory. The boys appear to have learnt less by rote than those of the Fourth Class. The upper are in all respects superior to the majority of the Fourth Class."

*Arithmetic.*—"I examined the boys of this Class in Simple and Compound Rules and Reduction, from Chamber's Arithmetic. They were all very slow with the sums set to them."

*Geography.*—"The Master, Koylash Chunder Dass, who has had the teaching of this Class, deserves much praise."

*Copy-writing.*—"With the exception of Abdul Kader's writing, this Class has done well."

*Bengali.*—"This Class has passed a better examination than the boys of the Fourth Class."

This Class is composed of twenty-one boys, of whom one was absent. Teacher, Baboo Doorga Churn Dutt.

*Literature.*—"None of the boys in this Class obtained full marks. Notwithstanding that, the whole of the Class answered the questions put to them well. The Master has done his duty with credit."

*Arithmetic.*—"The boys in this Class did the sums set to them well. I am satisfied with the general result of the Examination."

*Copy-writing.*—"The writing of this Class is not very good."

*Bengali.*—"The boys have passed an excellent examination, but the rest, with the exception of Bhoirub Chunder Dey, passed badly in all the subjects. It appears that the lower boys of the Class have not been much attended to by the Master of the Class."

This Class is composed of twenty-five boys, of whom one was absent. Teacher, Baboo Oms Churn Dass.

*Literature.*—"The two head-boys of this Class obtained full marks. The fourth, fifth and sixth very nearly full marks. The rest did tolerably well, but towards the bottom of the Class, the questions were very badly answered. The Master deserves some praise for the manner in which he has taught the head-boys of this Class."

*Arithmetic.*—"I was much pleased with the boys of this Class. They were examined by me in Simple Rules, and I found them very quick with their sums, and evidently better grounded than the boys of the other Classes."

*Copy-writing.*—"The writing of this Class is indifferent."

*Bengali.*—"The first thirteen boys have passed well, and the rest badly. With respect to the lower boys, I have only to repeat the remarks made in the case of the similarly placed boys of the upper Class."

This Class is composed of twenty-two boys, divided into two Sections. The first Section contains eight  
 Eighth Class, average age 8½ and the second fourteen, of whom three were absent. Teacher, Babu Kala Chand Chowdree.

*Literature.*—"Only one boy in this Class obtained full marks; the second boy did very well, the rest of the boys in the first Section, I am sorry to say, did very badly, as will be seen by the marks awarded to them. As regards the second Section, the boys belonging to it answered somewhat better. The Master is worthy of praise for the trouble he has taken in teaching the boys of this Class who are mere beginners."

*Arithmetic.*—"The boys were examined by me in Simple Addition and Subtraction. The first three boys were quick with their sums."

*Copy-writing.*—"The writing of the first boy is excellent, and he promises to be a good writer."

*Bengali, First Section.*—"This Section has passed a remarkably bad examination. The Master of this Class should explain the cause of such an unfavorable result."

*Second Section.*—"This Section has passed well."

*Third Section.*—"These three boys read as far as dissyllables. They are generally good."

It is fair to observe that the Annual Examination was this year, at the request of the Head-Master, conducted generally in a very strict manner. The written part of it was conducted in strict conformity with the Scholarship Examination Rules, and the oral, by secluding the Class under Examination in a distant room under the charge of a Teacher, and calling the boys one by one before the Examiner. Two of the Examiners after the following general remarks:—

Mr. Bamber states:—"On examining the daily Registers, I find many boys have been absent for weeks together; this greatly accounts for their deficiency in the two subjects in which I have examined them, and I think exculpates the Masters from blame. The most advanced in their studies are those boys who have been regular in attendance.

"In justice to the Teachers, I must further state, that the Examination has been minute and severe."

Babu Obhoy Chunder Dass remarks:—"The accompanying Tabular Statements exhibit in detail the result of the Examination of the several Classes of the School in Bengali. It is on the whole unsatisfactory. Many of the boys of the Senior Classes even could not tell how many letters are there in the Bengali language, and what are vowels and what are consonants, which the boys of the last Class ought to know. Some of the most common words are badly pronounced. Most of the boys do not know the distinction between the pronunciation of the letters  $\pi$  and  $\psi$ . In spelling also the boys are very indifferent. This standing of the boys in their acquirements in Bengali strongly suggests the appointment of a qualified Pandit. I do not, however, by this mean to say, that all the present Teachers of the School are unfit to teach Bengali. Some of them are quite fit for the task. The present Head-Master is a very good Bengali Scholar. I deem it proper to record here, that at the desire of the Head-Master, I examined the boys more minutely this year than I had done last year. The Examination occupied me seven days."



Taking into consideration the strict nature of the Examination, the frequent changes of Masters, which have been noticed before, and the constant absence of boys, the result of the Examination may be pronounced to be not so unsatisfactory as might be supposed from the remarks expressed by the various Examiners, for it will appear from the appended Tabular List, that of the one-hundred and fifty boys who passed the Examination, seventy-nine were "good," forty-seven "middling," and twenty-four "bad," and that of the last twenty-four, who are bad, eighteen belong to the last two Classes, and are new-comers. In this Table, holders of one-half or more of the full number of marks are considered "good", of one-third and less than half "middling," and of less than one-third "bad."

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It was mentioned in the last Report, that the two Prizes of twenty-five Rupees each offered by Mr. H. Stainforth, the late Commissioner, for English Composition and Political Economy, remained undistributed. But subsequent to the publication of that Report, an Examination in English Composition was held by the Secretary, and Lucky Chunder Dass, of the First Class, obtained the Prize. The subject of Political Economy not being included in the Junior Scholarship Standard, the boys had no time to devote to it during the past Session, and the Prize yet remains to be competed for. The Committee feel much pleasure in forwarding a list of the numerous rewards offered for the encouragement of the boys by the European and Native Gentlemen present at the last distribution of reward.

The Committee desire to express their full satisfaction with the manner in which the new Head-Master, Babu Gopaul Chunder Banerjee, conducts his duties. He displays great zeal for the advancement of the education of his pupils and the interest of the School; the Committee have no doubt that, under his care, the Institution will maintain the high character which it has already acquired.

The Conduct of the Head-Master.

The Committee are also well satisfied with the energy and attention exhibited by the other Masters. They believe that all do their best in their several Classes, and that the system of teaching hitherto pursued, and not carelessness or inactivity on the part of the Masters, has been the cause of the unsatisfactory state of the Classes which has called forth from the Examiners so many remarks.

*LIST OF PRIZES offered by private individuals.*

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APPENDIX A.

Names of Donors.	Designation.	Amount.	Subject.	Names of Gainers.
GENERAL				
C. Steer, Esquire	Commissioner	16 Rs.	5th Best Mañomedan	Ablood Ali.
C. Steer, Esquire	Idto	16 "	1st Good Behaviour	Robert Penheiro.
C. Steer, Esquire	Idto	{ Asst of Sur- veying In- struments }		Not competed for.
W. R. Beatson, Esquire	Civil Asst. Surgeon	20	{ Best writing and map-drawing ... }	Divided between Juggut Chunder Das and Prosono Coomar Dass.
Baba Chaitun Charn Dutt	Pleader	10	{ Regularity of At- tendances ... }	Mohun Chand Chowdree.
JUNIOR SCHOLARSHIP-HOLDERS.				
C. Chapman, Esquire	Salt Agent	50	{ For joining the Pre- sidecy College.	
Baba Oparbolsiet Gupta	{ Sub-Assistant Surgeon ... }	15	{ For joining the Cen- tral College.	
CLAS PRIZES.				
G. C. Fletcher, Esquire	Judge	30	English Composition	Not given, the best candidate being below the mark.

R. Abercrombie, Esquire ..	Judge ..	25	1st	Mathematics	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Baba Gour Churn Roy ..	Dy. Collr. ..	30	1st	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
G. C. Fletcher, Esquire ..	Judge ..	20	2nd	History	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
R. Abercrombie, Esquire ..	Judge ..	25	2nd	Mathematics	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Baba Ghoy Churn Dutt ..	Asst. to Commr. ..	16	2nd	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
" Hurehunder Roy ..	Zeminder ..	15	3rd	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Munshree Fazle Rokomian ..	Pleader ..	25	3rd	Proficiency in English	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Babu Jugobondhoo Sein ..	Ditto ..	25	4th	Ditto	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
H. J. Bamber, Esquire ..	Supdt. of Salt ..	10	4th	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Baba Ishan Chunder Dass ..	Pleader ..	15	5th	General Proficiency	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
" Fran Hurry Cool ..	Ditto ..	10	5th	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
" Lall Chand Chowdrec ..	Zeminder ..	15	5th	General Proficiency	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
" Gopron Dass Sein ..	{ Sheristadar of } ..	10	5th	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Munshree Ali Noaz ..	{ Salt Agent .. } ..	10	7th	General Proficiency	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Babu Gour Chunder Roy ..	{ Dy. Collr. .. } ..	10	7th	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Moulvie Abdool Fatticah ..	{ Sud. Moonsiff .. } ..	10	8th	General Proficiency	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Babu Gour Chunder Roy ..	Dy. Collr. ..	10	8th	Bengali	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
Moulvie Nooruzamah ..	{ Moulvie Meer .. } ..	10	8th	{ Best Examination of } ..	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.
	{ High School .. } ..			{ a Dialogue .. } ..	Between Chunder Dutt, Chunder Dutt, and Chunder Dutt.

## FURREEDPORE SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY.—J. H. RAVENSHAW, Esq.

HEAD-MASTER.—MR. L. F. LEFEUVRE.

The Committee have continued to take an active interest in the well-being of the School, which they are unanimous in thinking is in an exceedingly efficient state.

The number of Pupils in the Fifth or last Class having of late increased considerably, the Fifth Master, although assisted for an hour daily by each of the Third and Fourth Masters, finds great difficulty in imparting efficient instruction to the several Sections of this Class. It is therefore to be hoped that the suggestion, already made by the Local Committee to appoint another Assistant Master, will be carried out at once.

The Subscription Book was circulated as usual, the following sums were thankfully received for

Prizes.

Prizes :—

J. E. S. Lillie, Esq...	.. ..	Rupees	20
J. H. Ravenshaw, Esq.	.. .	"	10
Dr. B. N. Bose, M. D.	.. ...	"	5
Moulvie Nuzeroodeen	.. .	"	4
Babu Bishbehary Bose	.. ...	"	3
„ Annund Chunder Bose		"	2

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The Head-Master reports very favorably of the Under-Masters, especially of the Second and Fourth, from whom he continues to receive efficient assistance. The Head-Master deserves the greatest credit

for the state of efficiency to which he has brought the School, his manner and kind bearing, having won him the esteem and affection of all the boys. The Committee have before this recommended him for promotion, to which they still continue to think him deserving.

The conduct of the Students has been in general good and satisfactory. The attendance has also been as good as can be expected, considering the inconvenience to which the majority of them have been exposed, for want of proper accommodations.

The School is apparently held in great esteem by the authorities of the District. The desire for Education is still on the increase, but owing to want of room, several applications for admission the Committee have been obliged to reject.

The Library and School records continue in good preservation.

Four boys of the First Class competed for Junior Scholarships, one of whom passed the test successfully; the other three fell short by a few marks, owing to the very strict Examination in English Literature and the questions in each branch were proposed from books selected for the University Entrance Examination, which these boys had not read. Of the rest of this Class, three were absent on medical certificate during the Examination, and the remaining five were examined in the Junior Scholarship test by Mr. Ravenshaw, Dr. Bose, and Babu Rishbehary Bose. The result, with some slight exceptions in one or two subjects, has been satisfactory.

The General Annual Examination commenced on the 4th April and lasted a whole week; the following brief notice, on the performances of each Class, as collected from the reports of the several Examiners, will speak for itself.

Second Class. Number of boys 16. Average age 14½.

This Class was examined by the same gentlemen that examined the First Class; results, excepting in one or two subjects, very creditable.

This Class was examined by Mr. Ravenshaw, Dr. Bose, the Head-Master, and Babu Anund Chunder Bose, the

Third Class. Number of boys 16. Average age 12½.

Collectorate Sheristadar; results on the whole pretty fair. This Class, however, does not

appear to be in as efficient a state as the others.

Fourth Class. Number of boys 20. Average age 12½.

Examined by Mr. Ravenshaw, Dr. Bose, the Head-Master, and Babu Goluck Chunder Roy, the Dewanee Shristadar; results very

creditable. In Grammar alone these boys did not do well.

These boys were examined by Moulvie Nuzseeroodeen Mohammed, who

Fifth Class. In five sections, number of boys Average age 10½.

took the subjects in English, and by Babus Anund Chunder Bose and Goluck Chunder Roy in Vernacular, from whose Reports it

appears that these little boys have done remarkably well, and much credit is due to the Master, who, notwithstanding the little time he could spare after each Section of this Class, has been able to bring them all on so successfully.

The writing of the boys, with several exceptions, was pretty fair; there is, however, much room for improvement. More attention should be paid to this subject even by the Senior Classes.

## **AKYAB SCHOOL.**

**FROM THE REPORT OF THE PRINCIPAL ASSISTANT  
COMMISSIONER—CAPTAIN G. FAITHFULL.**

**HEAD-MASTER—MR. R. FELL.**

2. I regret having been prevented by my own regular duties which occupy every moment of my time, from holding a formal Examination of the pupils of the Akyab School.

3. I however visited the School yesterday along with the Commissioner, and witnessed a brief examination of the boys of the First Class made by him, and from conversations held by myself with the Head-Master, Mr. Fell, at various times, I am enabled to state that I believe the progress of the boys in their studies during the past official year to have been generally satisfactory, and I am happy to testify to the good effects of the paying system lately introduced, a greater solicitude manifested by the parents of the boys inducing a more regular attendance on the part of the latter and leading to the withdrawal of some over-grown students, who would have proved a serious obstacle to the advancement of the younger and more promising pupils.

4. Mr. Fell expresses himself satisfied with the manner in which the Teachers have conducted their duties, and regrets that better subordinate Teachers are not procurable on the salaries allowed.

5. The period of Examination having been altered to an earlier date than formerly, the next will be held in April, when I hope to be able to have sufficient leisure to hold a full Examination of the boys.



## RAMREE SCHOOL.

FROM THE REPORT OF THE JUNIOR ASSISTANT COM-  
MISSIONER, RAMREE—W. H. BEDDY, Esq.

HEAD-MASTER—MR. J. D'COSTA.

There are but two boys in the First Class, ages fourteen and fifteen. These two, with the Monitor, a lad of sixteen, I formed into one Class, and examined them. They read well, with a good accent; answered all questions put to them in Geography, pointed out places on the Map readily, worked three problems in Euclid and Sums satisfactorily. Nadir Hossain was not so well up in his Arithmetic as the other two boys. The Monitor got no Prize, but gained the most number of marks. The Burmese lad, Thoongla, I gave the first Prize to for general proficiency, viz. six Rupees.

This class consists of nine boys, one throughout was absent. All with the exception of four, read well and translated freely. Chainban was the only boy who did a Sum correctly in Compound Multiplication. In Compound Subtraction, Chainban, Tanow, Solamaun, Baker Ali, Thadoa, and Shwaytha worked their Sums correctly. Their writing was good. Chainban and Tanow received Prizes, the first boy five Rupees and the second four Rupees.

This class consists of thirteen boys. Reading generally was pretty good. They translated correctly all they read, dictation good, with the exception of five boys. Writing good, copy books clean, Arithmetic up to Compound Subtraction very fair, with the exception of two boys, who are very young. In this Class, Looboo got a Prize of four Rupees, Mayah three, and Shwa Pho two Rupees.

This class consists of twelve boys. They read well and understood what they read. Their translation was likewise good. Four boys wrote by dictation without a mistake. Moungzen got a Prize of three Rupees, and Tansan got two.

This class consists of sixteen boys, many are only beginners; the others read *Stone Reader No. 1*, and translated what they read. The first Prize of two Rupees was given to Mithasong and second Prize of one Rupee to Shenagyne.

In the Vernacular Department there are four boys, but only two were present. Prize of four Rupees was given to Chantoo.

Besides the Prizes for general proficiency, I gave Shun San, in the Third Class, and Shengyong and Sheng On of the Fourth Class, a Prize of four Rupees each for regular attendance. These boys were only absent from School three days out of the year. Moung-thwan of the Third Class and Shengagyne of the Fifth got three Rupees each, for being absent only four or five days in the year. Chora Ong of the Third Class and Shengay of the Fourth got one Rupee each, for being absent only six and seven days in the year.

I have nothing particular in the way of remarks to make. I am happy to say the appointment of the Second Master has at last been sanctioned. There is one great fault I have to find in the School, and that is, though the boys are taught to read and write, talking in English seems to be quite neglected, consequently, with the exception of five or six boys, there is not one who understands a common sentence in English. The whole of the conversation between Master and boys is carried on in Burmese; this should not be. I remarked that the boys were quite up to putting into Burmese the lessons that they had been in the habit of reading, and the translation of which had been driven into their heads, but beyond this they were incapable. I spoke to many of them in English, but they did not appear to understand a word I said, and the only way to remedy this evil will be for Mr. D'Costa always

to converse with the boys in English, and insist on the Second Master and Monitor doing the same, and then by degrees get the boys to express themselves in English. Also make them when talking to one another, do so in English, and punish any boy talking in Burmese.

I made the Vernacular Department over to Ngapeng Myothoogyee and Maungthwan Shrishtadar. They reported very favorably of the progress the boys had made. A number of the relatives and parents of the boys were present, and seemed to take an interest in the Examination.

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# HOWRAH SCHOOL, FROM THE REPORT OF THE INSPECTOR OF SCHOOLS, SOUTH BENGAL.

HEAD-MASTER—MR. THOMAS COWPAR.

In accordance with the orders from Government adverted to in letter No. 1228, dated 4th June 1856, to the Local Committee, from the Director of Public Instruction, the duties and responsibilities of its members were restricted to the observance of paras. 6, 7 and 15 only of the Rules prescribed for their guidance, and the internal economy and administration of the School placed under the immediate management of the Inspector.

On the 21st of June 1856, Babu Bhodeb Mookerjee, the late Head-Master, was appointed Superintendent to the Vernacular Normal School at Hooghly, and, Mr. Thomas Cowpar of Noakhally nominated to succeed him in Office.

On the representation of the Head-Master, whose labour considerably increased on the transfer of the Records of the School from the Office of the Secretary to the Local Committee to his keeping, the entertainment of a Writer on Rupees 15 was sanctioned by the Director, and Coilas Chun-er Mookerjee, late Third Teacher to the Ooterparah School, was appointed accordingly, on the 29th September 1856. About the same time a Pundit was added to the Instructive Staff of the School, on a salary of Rupees 20 a month.

The School continues to retain its popularity, and to rise in the estimation of the Native community. The number of pupils on the Roll at the close of the Session is 295, and the average daily attendance

Schooling Fees, &c.

247. The total amount of Schooling Fees realized is Rupees 3,907-12-0, showing an average increase of about Rupees 70 per mensem over the collection of the previous year.

The School-house was thoroughly repaired in October last, and is therefore in excellent order. Two new rooms were added to the premises during the months of August and September; the expense of the erection being defrayed from the surplus funds of the previous year.

\* \* \* \* \*

The Library is, and has always been, a very poor one; the collection of works being inadequate to

the wants of the Masters and pupils, and the books, with the exception of the very recent additions, are in very bad condition. This is the largest Zillah School, and as efficient as any, and therefore deserves to have its interests well attended to.

The Head-Master has had every reason, during his incumbency, to be well satisfied with the Teachers as a body. They have been regular in their attendance, and honest and patient in the discharge of their respective duties; and as regards the Head-Master himself, though I have as yet seen but little of him, I have formed a very favorable opinion of his intelligence and activity.

The General Examination was conducted, at the desire of the Inspector, by Mr. Rees of the Presidency College, Mr. Rogers of the Calcutta Madrasa, the Head Pundit of the Kishnaghur College, and the Deputy Inspector of Howrah. Their respective Reports will be found below, with the exception of Mr. Rees's on Mathematics and Geography, which unfortunately has been lost.

#### SECOND CLASS.

Examined by Mr. Rees in Mathematics and Natural Philosophy, Mr. Rogers in Literature, and Pundit Anand

Character Sammoney in the Vernacular. They remark as follow :—

"The Second Class contains twenty-three Students, of whom nineteen were present when I visited the School. I examined them in Poetical Reader No. III. Their

pronunciation is, on the whole, tolerably good, but their style of reading is faulty, little or no regard being paid by them to emphasis or tone. Nine boys explained what they read intelligibly and correctly, seven more possibly, but the rest, at the bottom of the form, indifferently. Most of them parse well. During the Session just closed, the boys had read from page 186 to 246 of Murray's History of India. I set them some questions in this portion, to which I requested them to furnish written answers, in order to ascertain what they knew of the facts, as well as to test the power they possessed of expressing themselves in English. Their knowledge of the principal events is fair, though they are unable to set the main points prominently forth; and they are very deficient in Composition, owing perhaps to their having had little practice in written exercises.

Bengali.

"This Class was examined by me in Botrish Singasun, and the result was satisfactory."

### THIRD CLASS.

Examined by Mr. Rees in Geography and Arithmetic, by Mr. Rogers in Literature, and Pandit Anund Chunder Sammoney in the Vernacular. They report as follow :—

"There are thirty-seven boys in the Third Class, of whom thirty-six were present at the Examination. I examined them in Poetical Reader No. II. (Gug's Fables), of which they had read thirty-six pages during the Session. The majority of them found considerable difficulty in explaining in English. Their Teacher mentioned to me, that the Scholars are generally promoted twice a year at the Howrah School, and that there were several boys in his Class who had only recently been promoted from the Fourth Class, where they were in the habit of giving their Explanations exclusively in Bengali, and that it was on this account that they were unable to explain readily in English. Some of the boys are deficient in Grammar also. With few exceptions, however, this Class passed a satisfactory Examination in Knightley's Elementary History of England, up to the Reign of Edward III."

"The boys of this Class acquitted themselves well in reading, and explaining the passages selected from Pancholly, which is their text-book."

Bengali.

#### FOURTH CLASS.

Examined by Mr. Rees in Arithmetic and Geography, by Mr. Rogers in Literature, and Pandit Annund Chunder Surmonsey in the Vernacular. They remark as follow:—

"The Fourth Class numbers forty-five Scholars; forty-one were present on the day of Examination. The boys acquitted themselves very well in Poetical Reader No. I. Literature. and Keightley's Elementary History of Greece. Of the former they had read, during the Session, from page 31 to 71, and of the latter from the beginning up to page 80. These boys explain in Bengali what they read in their Poetical Reader, and some of them, I think, read English better than those of the Third Class."

Bengali.

"I examined this Class in Niti Bodh, and was satisfied with the result."

#### FIFTH CLASS.

Examined by the Deputy Inspector of the Howrah Division in all the subjects of Study. He reports as follows:—

"The Fifth Class consists of forty-six Students, three of whom were absent on account of sickness. Their Examination in Geography and Bengali was fair; in English and Arithmetic indifferent; in History, very bad."

#### SIXTH CLASS.

Examined by the same gentleman, who remarks as follows:—

"The Sixth Class consists of fifty-two Students, four of whom were absent on account of sickness. Considering the number of Students, this Class may be said to have passed a tolerably fair Examination almost in all subjects."

#### SEVENTH CLASS.

Examined also by the Deputy Inspector in all the subjects of Study. His Report is as follows:—

"The last or Seventh Class is divided into four different Sections, each of which, properly speaking, is a distinct Class. The total number of Students in all these Sections, or rather Classes, is seventy-six. It is

impossible for a single Teacher to manage them properly. He cannot devote more than one hour a day to each of them. It cannot be expected, therefore, that these Classes would pass a good Examination. They failed in every subject, and especially in Arithmetic. The sooner these Classes are put under two different Teachers the better.

Several Candidates for Junior Scholarships appeared at the Examination held in the Town Hall from this School, out of which none were successful. The number this year less at the previous years—a circumstance that speaks for itself as regards the working of the Institution.



## **OOTTERPARAH SCHOOL.**

**FROM THE REPORT OF THE INSPECTOR OF SCHOOLS,  
SOUTH BENGAL.**

**HEAD-MASTER—RABU BORAMALLY MITTER.**

From the accompanying Returns, it will be seen, that the number of boys on the Rolls at the close of last Session was 216, showing an increase of twelve Students over the total of the previous year. On an average 189 Students attended the School daily.

The Schooling Fees realized during the year amount to Company's Rupees 3,214, being nearly Rupees 800 in excess of the collections of the preceding Session. The Government Allowance for the support of the School is Rupees 100 per month.

The average monthly expenditure on the part of Government has been only Rupees 41.

From an inspection of the Abstract Account Current, it will be found that the monthly disbursements of the School amount to Rupees 492-9-0, and its income per mensem to Rupees 471-7-0, so that there remains on an average a balance of about Rupees 59 in favor of the Institution.

The most important change in the history of the Institution for the past year was dispensing with the internal management of the Local Committee and placing it under the direct control of the Inspector.

Abolition of Local Committee.

In consequence of the great distance of this School from Howrah, the Sudder Station, the Members were unable to inspect it regularly, and as a want of supervision was likely to impair its efficiency, it was thought advisable to entrust a responsible Agent with the administration of its affairs.

**Babu Bhagwan Laloo,** the Head-Master, who obtained leave of absence for one year, has been permanently attached to the Barisal School, and **Babu Bonomally Mitter,** Head-Master of the latter Institution, has been transferred to the vacant post.

In order to afford proper encouragement to the cultivation of Mathematics in this School, the Sub-Silver Medal.

Assistant Surgeon, **Babu Dayal Chandra Bysack,** last year made a liberal offer of a Silver Medal as a reward to the boy who exhibited the highest proficiency in that branch of knowledge. In January last, three Students of the First Class competed for the Prize, and that Gentleman set the questions. The answers were submitted to the Inspector, who communicated to the Babu the result of the Examination as follows:—

"The knowledge of Geometry evinced by **Jodon Nath Sen** is considerable, but his very great deficiency in Algebra, I think, deprives him of his claim to the Medal so liberally offered by you. I would therefore recommend that another competition should be invited next Session."

The Medal therefore, according to his suggestion, has been reserved for next year's competition.

The First Class numbered thirty-one boys, ten of whom were allowed to compete for Junior Scholarships, and of these nine succeeded in obtaining the required number of marks.

General Examination.

The General Examination commenced on the 15th of April and lasted till the 18th.

**Babus Bhan Chunder Banerjee** and **Protap Narain Singh** were appointed by the Officiating Inspector to conduct it.

As the Scholarship Course prescribed for the ensuing Session became

First Class.

known to the remaining boys of this Class two months before the close of the past year, they felt little or no interest in their old Studies. They had no hope of reaping any advantages from the revision of old lessons, which had charms only for the Candidates—the selected few. On being pronounced unqualified

for competition, they sank into despondency and abandoned all study. The practice of not allowing the unsuccessful Candidates to contend even for Book Prizes at the General Examination, tends to confirm them the more in their idleness. To rouse them from mental torpor, it was deemed advisable to begin the new Standard at once.

The remainder of the First Class were submitted to a simultaneous Examination by Babu Eshan Chunder, who reports as follows:—

“Ten boys of the First Class, the best boys doubtless, were Candidates for Junior Scholarships. I examined the rest. They were subjected to a *civd voce* Examination, not as usual on the same set of questions, and *one by one*, but on a series of questions gradually growing in importance and embracing almost every subject studied during the Session, and *all at once*.

“The ‘Candidates’ were permitted, at their own request, to be present on the occasion. The boys, I fear, were taken by surprise. It would seem that they did not at all calculate upon an Examination. I am the more confirmed in this impression, from the circumstance of their having already given up the last year’s Course and commenced the one prescribed for the ensuing Session. I examined them nevertheless. I did not think it proper, when deputed to examine the whole School, to come away without enquiring into the condition of the highest Class in the Institution, certainly of the largest portion (two-thirds) of it. The result was not altogether satisfactory. My object was to ascertain the actual amount of solid, useful knowledge these boys were likely to carry with them in the event of their being called upon to begin a course of academical instruction, or at once to enter the world. I found them prepared for neither. It will appear, however, from a reference to my Report, that the failure is to be ascribed more to the system than to any shortcomings on the part of the Instructive Staff.”

The Second Class consists of twenty-seven boys, of whom twenty-four were present at the time of Examination.  
 Second Class. Their average age is 16½.

The Examiner, Babu Eshan Chunder Banerjee, remarks as follows:—

“Thirteen boys have obtained more than half of the highest number attainable, but *not* more than three-fourths of it.”

The Third Class contained twenty-seven boys, of the average age of thirteen years. Twenty-five present. It was examined by Babu Eshan Chunder, who

Third Class.

## OOTTERPARAH SCHOOL.

... sixteen obtained more than half, two more than three.

The Fourth Class contained twenty-nine pupils. Their ages ranged from ... to ... Two boys were unable to attend the Examination through sickness.

The Master of the Examination, Babu Protap Narain Singh, is appended.

"The boys of this Class read and explained very well, but they were deficient in Parsing, to which a few sufficient attention is not paid. They repeated the names of places they learnt by rote in their Geography very smartly, but were not expert in pointing them out on the Map. Out of twenty-nine, only ten boys acquitted themselves creditably in the Catechism of the History of Greece.

"Babu Nahan Chunder Banerjee examined them in Arithmetic."

### Fifth Class.

The Fifth Class counted twenty-seven Students on its Rolls. Their ages varied from nine to fifteen.

The remark of the Examiner, Babu Nahan Chunder, is subjoined:—

"Twenty boys have obtained more than one-half of the highest marks."

The number of boys in the Sixth Class was thirty-five, of the average age of 10.8.

### Sixth Class.

The Examiner, Babu Protap Narain Singh, makes the following remarks:—

"I was very much pleased with the result of the Examination of this Class. The generality of the boys pronounced correctly and placed the accents on the right syllables. Their version of English sentences into Bengali was perfectly idiomatic. In Geography, however, I am sorry to say, the result was nearly the same as in the Fourth Class."

The Seventh Class, which was divided into two Sections, contained thirty-nine boys. Average age 9.75. It had been under the tuition of Babu Ramesh

### Seventh Class.

Lahoree for twenty days only, when the Examination commenced. Babu Protap Narain remarks:—

"The Seventh Class read very badly, and the Explanations they gave were neither correct nor idiomatic. The way in which they rendered English sentences into Bengali was too literal, and therefore interfered with the idiom of the Bengali. This is a defect which I have observed in almost all Anglo-Vernacular Schools, owing, I believe, to the carelessness of Teachers."

Babu Eshan Chandra remarks:—

"I examined this Class only in Lessons on Objects, and was much pleased with the answers of some of the boys."

Babu Protap Nandan Singh and the Pundit of the School examined all the Classes in Bengali.

The former gentlemen submitted the following Report:—

"In Bengali, the whole School, except the Fifth Class, gave me tolerable satisfaction. A few questions in Bengali Grammar were put to the First Class, to which they gave written answers; but of twenty-two, only seven boys passed creditably. There is no Text-book in Grammar, which they regularly go through, but the Pundit teaches them. I must acknowledge that the way in which the boys acquitted themselves reflects great credit both to themselves and the Pundit."

"The Second Class was called upon to explain and analyse a lesson from the Champat, and the rest of the Classes to write out passages from dictation."

The Library is in good condition. It contains 818 Volumes of useful and choice works. It is much  
Library. resorted to both by pupils and Masters.

In September 1856, the Inspector sanctioned the entertainment of a Librarian on a salary of Rupees 15 a month, and the nomination of Babu Gopal Chunder Roy for the post.

School-house,

The building is in good repair.

## **BERENSON SCHOOL.**

### **FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—O. W. MARR, Esq.**

**OFFICIATING HEAD-MASTER—BABU JUGGESSUR GHOSH.**

During the year under report, i. e. from 1st May 1856 to 30th April 1857, the Committee met ten times for despatch of current business. The Visitors were generally the Members of the Committee, who visited the School in weekly rotation, the Revenue Commissioner, and some gentlemen of the Military Service. Their remarks in the Visiting Book on the discipline, progress, and general condition of the School appear quite satisfactory.

Mr. J. H. Young, the Revenue Commissioner, and ex-officio Member of the Committee, thus remarked on visiting the School in December last :—

“ The Magistrate and I visited the Government School this day, and were much pleased with every thing we saw. There were five Classes at their studies, and we examined each of them separately. The Head Class contained eleven pupils, all of whom read and explained what they read quite correctly. They also showed considerable proficiency in Geography. The other Classes, even the very little boys, seemed to be in very good hands, and to understand what they had been taught. The Head-Master of the School, Babu Juggessur Ghose, has only been here about a month ; but he evidently takes much interest in his work, and I have no doubt that, under his care, the School will flourish, and the attendance of pupils increase day by day. I was very much gratified by my visit.”

It would perhaps be admitted on all hands, that the proper training of youths depends no less on physical exercises than on mental culture.

Suggestions.

Every place of Education should have a Compound and a Play-ground for the Students, and certain hours should be devoted to playing at Cricket or other exercises suited to the different seasons of the year. This desideratum is felt in many Zillah Schools, and the Beerbhoom School is in the number. To carry out this object, the Committee propose that some space around the School-house would be enclosed for the Compound and Play-ground. An estimate will be long be forwarded by the Committee, asking sanction to a certain outlay; and, considering that the School-house was built entirely by local subscription, this additional expense, to the amount of three or four hundred\* Rupees, they trust, will readily be granted by Government:

**Donations.**

No donations for Prizes or other purposes have been received.

The three pupils, viz. Petamber Day, Shoshes Bhoshun Banerjee, and Mohendro Narain Sing, composing Section A. of the First Class,

**Annual Examinations.**

competed for Scholarships. The General Annual Examination of Section B. First Class, and the other four Classes, commenced on the 26th, and lasted till the 29th of March. The following Statement shows the names of the Examiners, and the shares they severally took in the business of Examination:—

Names of Examiners.	Classes and Subjects.	Dates of Examination.
A. W. Malet, Esq.	First Class, Section B., History and Geography; Second Class, History and Geography; Third Class, Geography.	25th March 1867.

\* The surplus of last year exceeds Rupees 600, so this expense may easily be met from the surplus of the current year.

Names of Examiners.	Class and Subjects.	Dates of Examination.
W. J. Wilson, Esq.,	First Class, Section B, Arithmetic, Algebra, and Geometry; Second Class, Arithmetic; Third Class, Arithmetic.	25th March 1857.
A. J. Sheridan, Esq.,	First Class, Section B, Reading, Explanation, Grammar, and Zoology; Second Class, Reading, Explanation, and Grammar; Third Class, Reading, Explanation, and Grammar.	27th March 1857.
Babu Hary Mohun Banerjee and Benodran Sen	Reading and English, Bengal.	18th March 1857.
Baboo Banchamal Shome	First Class, Section B, Reading, Explanation, and English; Second Class, Reading, Explanation, and English; Third Class, Reading, Explanation, and English.	18th March 1857.
Baboo Ramchandra Mohan, Esq., Inspector of Schools, Calcutta.	Fourth and Fifth Classes, All the Studies.	20th March 1857.

Section B, First Class, passed a written examination in History, Geography, Grammar, and Zoology. The Candidates in the other branches, and the rest of the Classes in all their studies, were examined orally. The result, as will appear from the following remarks of the several Examiners, is satisfactory:—

Section B, First Class.—Number of boys 100. Average age 16. The Examiners thus remarked:—

Mr. Malet:—“With regard to History and Geography, the boys understand and remember what they have read, but are faulty and careless in writing out what they know.”



Dr. Sheridan :—" All the boys of this Section acquitted themselves very creditably. They read well, and, from the ease and fluency with which they explained passages, and their grammatical structure, I should say that great care had been taken not only to make them read well, but also to make them understand thoroughly whatever they read. The written Examination in Grammar as far as Syntax, and Patterson's Zoology in the two Classes, 'Fishes and Reptiles,' was very satisfactory, and evidently showed that much care had been taken to instruct the Class in the practical use and application of the rules and principles of Grammar in the art of Composition. Their knowledge of Zoology, as far as it went, was, on the whole, very correct."

Mr. Wigram :—" I examined this Section in Algebra, Arithmetic, and Geometry. The boys had not made any very great advances in Arithmetic; but what they did was, on the whole, well done, and creditable to the Head-Master. In Algebra they are tolerably efficient. In Euclid they appear to have been carefully taught; but I observe a good deal of carelessness in Writing, and, in some instances, a very unsound manner of arriving at deductions. Some of the boys, however, show a very satisfactory knowledge."

Babu Bauemadhub Shome :—" I examined this Section in Bengali, and Translation from English to Bengali, and vice versa. With very few exceptions, the boys acquitted themselves creditably."

*Second Class.*—Number of boys twenty-four, average age 15½. Teacher, Babu Rajendro Mullick. The Examiners made these remarks :—

Mr. Malet :—" The boys in this Class have not read much in Geography, and are very unequal in their knowledge."

Dr. Sheridan :—" Second Class, containing twenty-four boys, eighteen present. This Class acquitted itself very creditably in Reading, Explanation, and Grammar (i. e. Parsing) and the remarks made on these heads, when speaking of Class First, are equally applicable to this Class."

Mr. Wigram :—" This Class showed a very tolerable knowledge of Arithmetic, some of them very creditable."

Babu Peary Mohan Banerjee :—" I examined the Second Class in Bengali. The boys read and explained very satisfactorily."

*Third Class.*—Number of boys forty, average age 12½. Teacher, Babu Gerudoss Chatterjee. The several Examiners thus observed :—

Mr. Malet :—" The senior boys in this Class have done remarkably well in Geography, and do much credit to their Master."

**Dr. Bhattacharya.**—"This Class acquitted itself very creditably in Reading, Explanation, and Grammar. Some of the boys displayed a remarkable degree of proficiency for their age; on the other hand, some of the more grown-up boys in this Class were, as is always the case with boys who have entered late, very backward; but this cannot be ascribed to any want of exertion on the part of the Master, but to the apathy and stupidity of the boys themselves, owing to the want of early training and application."

**Mr. Wigram.**—"I found this Class very creditably efficient in Arithmetic, and many of the boys showed much quickness. On the whole, their performance was creditable to their Teacher."

**Babu Benoderam Sen.**—"I examined the Third Class in Bengali, and was very much satisfied with the Reading and Explanation of the boys."

**Fourth Class.**—Number of boys twenty-nine, average age 10½. Teacher, Babu Krishnalaal Roy.

**Babu Poranund Mookerjee**, who examined this Class in all the branches, thus remarked:—"The result of the Examination of this Class has been on the whole satisfactory, the majority of the boys having obtained more than half the maximum number of marks, i.e. 50; 10 being assigned to each subject. In Arithmetic many have failed, whilst some have worked some quickly and well."

**Fifth Class.**—Number of boys thirty-six, average age 8½. Teacher, Babu Mohendro Narain Mookerjee.

**Babu Poranund Mookerjee.**—"This Class is divided into two Sections, the first consists of nine boys, and the second of twenty-seven."

"The result of the Examination of the first Section is very satisfactory, and does credit to the Teacher."

"The boys of the second Section have acquitted themselves well in 'Reading and Spelling'; but in Bengali I found them deficient; more attention and care ought to be devoted to this important branch."

The Library, poor as it is, is in good order. It is often resorted to by the Masters and Senior Students. Some sixty-four volumes have been added to it during the Session under review.

The School is at present held in the Akbarry Bungalow.

School Building. The repairs of the School-house are nearly completed. Within a fortnight hence, the School may be removed there.

The Committee conclude the Report with some remarks on the conduct of the Masters and pupils generally, and on the present and prospective

Conclusion.

condition of the School.

The new Head-Master, Babu Juggesur Ghose, has given the Committee great satisfaction. Not content with his duties in the School only, he has endeavoured, and I think successfully, to excite among the more respectable classes a wish that their children should receive a good Education; and since his incumbency, the School has much increased in numbers. He has taken much pains with the lads in his own Class, and by his own good conduct has shown a good example in every way to those subordinate to him. He is a man of more than ordinary attainments, and the Committee have little doubt but that the School will flourish under his guidance, and they hope that he may be confirmed in the appointment. The Second Master, by name Babu Rajendra Mullick, appears to be equal to his post. He is careful and painstaking, and has given every satisfaction. The Third Master, Babu Gurudoss Chatterjee, has been for some years in the School. He has always borne a high character as a very efficient Teacher, and the Committee can only express their regret that, owing to his dislike to undergo an Examination, he has not been pronounced fit for a higher appointment.

The subordinate Masters have done their work in a creditable manner, and the Committee have no fault to find with any one.

The pupils, for the most part, are industrious, attentive, and take an interest in their work, and the Committee have much pleasure in stating that they have every reason to be gratified with the progress of the School.

## BAULEAH SCHOOL.

### REPORT OF THE LOCAL COMMITTEE.

SECRETARY—H. CRADDOCK, Esq.

HEAD-MASTER—BABU HURROGHOBIND SARKAR.

The number of pupils borne on the Rolls of the School on the 30th of April 1857 was 125, whilst that at the close of the preceding Session was 124. The average daily attendance was 107, or at the rate of 73 per cent., which is greater than that of the last year by 2 per cent. The Committee, however, do not consider this result very satisfactory, and have adopted resolutions connected with the Annual Examinations, which it is hoped will have the effect of discouraging the tendency to irregular attendance.

The Distribution of Prizes for the year 1854-55, which had been deferred for an unusually long period, for reasons mentioned in the Committee's last Annual Report on the School, was held in January last, simultaneously with that for the year 1855-56. Besides donations amounting to Rupees 39-0-0, which were given on the occasion by some of the native gentlemen for the purpose of being awarded as Prizes in such ways as the Committee might think proper, the following Prizes have been offered, viz. :—

25	Rs	by L. S. Jackson, Esq., C. S., for Bengali Essay writing.
10	"	" Babu Panchanan Banerjee, ditto ditto.
10	"	" " Tariny Churn Mukerjee, ditto ditto.
50	"	" " Kuwar Anundnath Rao as Prizes for proficiency in Literature, to be awarded in the several Classes. The Committee have taken steps with a view to an earlier distribution of Prizes than has been hitherto accomplished.

The financial position of the School is satisfactory. The amount which has accumulated as surplus of Schooling Fees during the last year being upwards of Rupees 110 per mensem. The Committee have had under their consideration the best means of applying the surplus. Amongst others an increase of the salaries of the Junior Masters, and the entertainment of a Writer to conduct the clerical duties, which at present fall heavily on the Head-Master, have been proposed.

The Annual Examination of the School took place at the close of the Session. The candidates for Junior Scholarships from the First Class having had to present themselves at the University Entrance Examination at Benhanpore, the Committee had not the conduct of those Examinations. The manner in which they have acquitted themselves will be shown by the Reports of the Junior Scholarship and of the University Examiners. The Examination of the other Classes was as usual, conducted by the Members of the Committee. The following is a Table showing the subject taken by each Member.

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1. History.. ..                       | L. S. Jackson, Esquire.   |
| 2. Geography . . . .                  | W. T. Taylor, Esquire.    |
| 3. Mathematics.. ..                   | C. E. Chapman, Esquire.   |
| 4. Vernacular and<br>Translations.. . | Babu Panchann Banerjee.   |
| 5. Literature . . . .                 | Babu Gunga Oburn Shome.   |
| 6. Grammar . . . .                    | Babu Mothornath Banerjee. |

The results of the Examination of the several Classes are as follow :—

The Second Class consisted of thirteen boys, of whom all except one were present at the Examination. The remarks made by the Examiners on their performances are as follow :—

*Literature.*—"The boys of this Class were subjected to a written Examination. Their answers in general are satisfactory, which tends

to answer questions has been paid by their Master in instructing them in this branch of study."

*History.*—The majority of the boys evince a very fair knowledge of the subject. I regret, however, to see a tendency to learn by rote is prevalent with them. This ought to be discouraged and the boys should be accustomed to state the substance of what they read as much as possible, in their own language, and to make reflections upon the events narrated with a view to their intelligent comprehension of those events. It is in this respect that the Class has chiefly failed, and that to an extent somewhat remarkable."

*Arithmetic.*—"This Class has done well, and I consider that credit is due to the Master for the proficiency displayed by his pupils."

*Geography.*—The Examiner comments generally in very favorable terms.

*Grammar.*—"These boys acquitted themselves tolerably well."

*Vernacular.*—"In Bengali, these boys have done very well, and in their Translations, they are tolerably correct."

The Third Class consisted of twenty-one boys of whom nineteen were present at the Examination. Their progress in general was satisfactory.

*Literature.*—One-half of the boys passed very creditably, and the other half, with the exception of three or four, did tolerably well. The Master of the Class was absent for some time before the Examination on account of illness; but owing to the vigilant care of the Head-Master, this circumstance did not operate to produce any dissatisfaction as regards the Examination."

*History.*—"The first five and a few others answered very creditably. There is here also too much tendency to learn by rote and answer by catchword."

*Geography.*—"The boys on the whole passed a fair Examination."

*Arithmetic.*—"This Class has done well, and I consider that credit is due to the Master for the proficiency displayed by his boys."

*Grammar.*—"The Examination of this Class was on the whole satisfactory."

*Vernacular.*—"In Bengali, this Class exhibited satisfactory progress; in Translations the first seven boys acquitted themselves fairly; but the performances of the others are interspersed with grammatical inaccuracies, which should have been avoided by boys of their standing."

## Fourth Class.

The Fourth Class consisted of twenty-six boys, of whom all, except three, were present during the Examination.

In Literature, with a few exceptions, they acquitted themselves very well, and the progress they displayed throws credit on the Master and his superior; in Geography "on the whole they passed a tolerably good Examination, their pronunciation of the geographical names being on a par with other Schools where there are no European Masters." In Grammar, the Examiner observes:—"The number of marks attained by the majority of the boys seems to be exceedingly low; it must, however, be observed in justice to them, that the questions put were very difficult, and the result, therefore, on the whole, was not unsatisfactory." "In Vernacular, the boys evinced due progress, and in Translations they passed very creditably, there being few mistakes in their performances." The Examiner in Arithmetic makes no remarks as to the manner in which they acquitted themselves.

The Fifth Class was composed of thirty-nine boys, who were divided into two Sections, the first of them containing seventeen, and the second twenty-two boys.

Both the Sections evinced a creditable proficiency in what they studied. In Reading and Explanation "they passed the Examination in a becoming manner, tending to show that their Master was attentive in instructing them." In Grammar and Vernacular, their answers were satisfactory. In Arithmetic they were subjected to an oral examination, but the Examiner makes no remarks as to how they passed.

The Sixth Class consisted of thirty-one boys, whose ages were between six and ten. They were all promising young lads, but they labored under a considerable disadvantage during the first six months of the Session for want of a separate Master to instruct them. They passed, however, a satisfactory Examination in English Reading and Explanation, and a tolerable one in Vernacular.

\* \* \*

The Masters have been very attentive to the performance of their respective duties and have generally given satisfaction to the Committee.

They had occasion to find fault in one instance with one of the Masters for an indiscretion in exceeding his authority, which they trust will not occur again.

The Library is in good order. During the Session nearly 100  
 Library books have been bound, and a large  
 number of the Calcutta School Book So-  
 ciety's Publications, which were of no use to the School, have  
 been disposed of by public auction.

The Building is in excellent order, but its position on the brink  
 of the river, which last year made serious  
 encroachments, causes considerable appre-  
 hension for its safety.



## BANCOORAH SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—DR. G. N. CHAKRA.

HEADMASTER—BANK NODIN KRISHNA SIRCAR.

\* \* \* \* \*

*Numerical Strength*—Notwithstanding the establishment of a new class of institutions, viz. the Government Aided Anglo-Vernacular Schools, at different populous places in the interior of the District, the numbers of the Bancoorah Students have kept increasing during the past Session, as below:—

Number on the Rolls on 30th April 1867 .....	147
Ditto admitted during the Session of 1856-57 ....	77
	— 224
Number withdrawn during the Session 1856-57 ..	30
Ditto dismissed for non-payment of Schooling Fees during 1856-57 .....	22
Ditto ditto for prolonged absence during ditto ..	9
Ditto of free Students transferred to the Colleges during 1856-57 .....	2
Ditto of deaths during ditto .....	3
	— 66
Number on the Rolls on 30th April 1857 .....	158

Of these 158 Students, two are Vernacular Scholarship-holders, transferred from the Government Aided Vernacular Schools within the District, who received free Education. Mr. Rose, the Joint Magistrate, also pays for one boy, and Dr. Chack for three.

*Estimation of the School.*—The above steady increase in the number of Students, notwithstanding certain stringent bye-rules

which has been maintained and attendance enforced since January last, and the results at which improved instruction can be obtained in this manner, is a strong indication that the superior benefits of this mode of "style of Education" obtainable in the Bancorah School are fully appreciated by the inhabitants of the District.

*Employment of Former Students.*—The reputation of the Bancorah School with the Officers of Government is evinced by the encouragement uniformly afforded by them to such of its alumni as have sought employment in their respective Offices. Mr. H. Rose, Officiating Joint Magistrate and Deputy Collector of this District, not disappointed in his selection of one of the Scholars brought up in this School for a situation under him, as noticed in our last Report, has again furthered the cause of Education by the appointment of Frankisham Chatterjee, one of the former Students of this Institution, to the Postkarship of his Court.

On the resignation of the former Librarian and Writer of the Bancorah School, we appointed to that position Khettrnath Mookerjee, another former Student of this Institution.

Private individuals, as well as Municipal Committees of Education, have also made selections of young men educated here to act as Teachers in their respective families and institutions.

*Finance.*—The School finances are in a favorable condition, the actual credit balance at the close of the last Academic Session being Rupees 657-14-1 against Rupees 413-0-2½ of the previous year.

*Epidemic.*—During the month of March last, in consequence of the prevalence of Cholera, the ravages of which were even extended to the School, the parents and guardians of many of the Students petitioned for a short period of vacation, which might enable their children and wards to escape infection. The majority of the Committee (amongst whom was the Civil Surgeon of the Station) being of opinion that such vacation was necessary, the Bancorah School was closed for fifteen days.

The opinion of the President, who was in the minority on this occasion, was subsequently approved of by superior authority.

*Vacations.*—This closure of the School, when the Annual Examinations were so near at hand, added to the circumstance, that the annual long vacation in Zillah School falls, under subsisting Rules, in the middle of each Academic Session, told very much against the progress of the boys, as was expected by the President. However notwithstanding these disadvantages, the very laudable efforts of the several Masters belonging to the School Establishment eventually succeeded in securing much better results than might have been expected.

*University Entrance, and Junior Scholarship Examination.*—On the promulgation of the Examination Circulars of the Calcutta University, ending with that of the 12th January last, six of the First Class Students expressed their willingness to undergo the ordeal, and paid in the requisite fees. We have since been informed that, out of this number, only three were present at the Presidency Examinations, and that the other three, who are natives of this District, and who, besides their countryfied dislike of the bad air of Calcutta, were frightened at the deaths of two of their School-fellows, and by the reports of sickness being rife at the Presidency, declined to join their comrades. Two of these last three Students had, however, great chances of success, as they had gained creditable marks at the previous year's Scholarship Examination.

Of the three who presented themselves for Examination Ottum Krishna Sircar has gained the Presidency College Exhibition of Rupees 10 allotted to this Institution, and Sreenibash Ghose, one of the four Junior Scholarships belonging to it. The latter has also been admitted a Member of the Calcutta University, for which he was a candidate.

*General Examination.*—The Examination of the rest of the School was conducted by Babu Hurry Sunker Dutt, the Deputy

Examinations of Schools, and bursaries, in the order detailed below.

Department.	Class examined.	By whom examined.	Date of Examination.
English.	Ist, 2nd, 3rd and 4th Classes.	P. Taylor, Esquire.	15th, 16th, 17th, and 18th April 1857.
Urdu.	5th and 6th Classes.	Deputy Inspector.	19th, 20th, and 21st April 1857.
Sanskrit.	1st, 2nd, 3rd and 4th Classes.	H. N. Chak, Esquire.	22nd, 23rd, and 24th April 1857.
Algebra.	1st, 2nd and 3rd Classes.	Mitra.	25th and 26th April 1857.
Geometry.	1st, 2nd, 3rd, and 4th Classes.	H. N. Chak, Esquire.	27th, 28th, and 29th April 1857.
Trigonometry.	1st and 2nd Classes.	Deputy Inspector.	30th April and 1st May 1857.
Translations.	1st, 2nd, 3rd, and 4th Classes.	P. Taylor, Esq. and Deputy Inspector.	5th, 6th, 7th, and 8th May 1857.
Account.	1st and 2nd Classes.	Gobinda Chandra Baidyabhus.	10th, 11th, 12th, 13th, and 14th May 1857.

We spared no pains, as will appear from the time we devoted to this portion of our duty, and we are happy to be able to report, that a considerable general improvement appears to have taken place in all the Classes of the Banarash School, during the Session under remark.

The only department in which considerable want of proficiency was apparent, was that of Theoretical Mathematics. We trust that this branch of study will show better results next year.

*Suggestion.*—In concluding our remarks upon the Examinations, we deem it necessary to bring to the notice of the higher Educational Authorities the extreme inconvenience, which is now experienced by the Local Committee, in consequence of their being held in April, instead of at some period prior to the long vacation annually allowed to the Zillah Schools on account of the Doorga Poojah and other Holidays, as was the case before the Session of 1852-53.\* This inconvenience, caused by the inference

\* To grant this would be to destroy the uniformity of Examinations.—E. L.

heat of the month of April, is nearly as much felt by the examinees, as by the examiners; while the latter, being, most of them, members of the Public Service, are obliged to go backwards and forwards from the School to their Offices, through a blazing sunshine, that is by no means conducive either to health or the disposal of business, which is always in full swing at that period. Under such circumstances, the Local Committee are of opinion, that the examinations had better take place just before the Dusserah Holidays, when the heat is not so oppressive, and the business, in the various Offices, has, generally, been pretty well wound up, in expectation of the recess, and beg to recommend the change accordingly.

*Masters.*—The Head-Master is a very valuable Officer, always zealous in the discharge of his duties and whatever relevant business his attention is directed to. To his suggestions and efforts, we owe many improvements in the Bancoorah School, and we fully expect that, if this Officer remains in his present situation for a few years longer, his watchfulness over its interests will make the Bancoorah School one of the most useful institutions in the country. The testimony we have thus borne to the merits of this Officer will be re-inforced by the following:—

*Extract from a letter addressed to him by Mr. Hodgson Pratt, when about to leave India.*

"I have very great pleasure in testifying to the excellent manner in which you have conducted the duties of Head-Master in the Government School at Bancoorah.

"While quite equal, as a Teacher, to the best of the other Officers of the Department in this Division, who hold the same position, you surpass most in your capacity for School administration."

Babu Kaunyelal Boysack, the Second Master has, we are happy to record, discharged his duties efficiently during the year under report. That partial degree of supineness, which was formerly observable in his conduct, has now been overcome by him, and

we are confident that the Class entrusted to his superintendence will show still better results next year.

The present Third Master, Babu Bhagat Chandro Mahto, has since his appointment with this Institution, always been most attentive to his duties. The Class formerly under him did well at previous examinations. The Third Class, of which he received charge during the past Session, never fared so well as any former Examination, as they did on the occasion under report. This Master, in our opinion, deserves to be encouraged by promotion to a situation of higher emolument.

Babu Harry Churn Das, who was promoted from the Fifth to the Fourth Mastership last year, has discharged his duties to our entire satisfaction.

Babu Bomanlal Butte, the new Fifth Master, having been appointed on the day preceding the Durga Puja, his vacation, so that the period, during which he has served here, has been too short to enable us to form any definite opinion of his qualifications as a Teacher.

The Sixth Master, Babu Bhayrub Chandro Patro, is a painstaking young man; although he had to teach upwards of fifty-seven boys divided into various Sections, the results obtained at the Examinations under report show that they were all taught by him in a successful manner.

*Discipline.*—Our previous Reports have always spoken of the orderly and quiet manner in which business is conducted in the Bancorah School in terms of praise, and we have seen no reason to change our opinion during the past Session. Whenever we visited the Institution, we found the behaviour of the Students correct and orderly.

*School Library.*—The School Library is in a flourishing condition, having received further additions during the year. All the books have been taken due care of by the Librarian, and used for purposes of reading and reference, both by Masters and Students. The only department in which it is deficient is in

Works on Vernacular Literature,\* which ought, the Committee conceive, to be furnished to it.

*School Building.*—The School-house lately underwent periodical repairs, and is consequently in a good state. With the proposed additions to it, for which a considerable outlay has been sanctioned by Government, it will be one of the best School-houses in the country.

*Vernacular Scholarships.*—The creation of the new Scholarships for the Government Aided Vernacular Schools, tenable at the Zillah Schools, or the Normal School at Hooghly, according to the age of the successful candidates, will doubtless highly encourage the cultivation of Vernacular Literature amongst the masses.

*Public Library.*—It may not be deemed irrelevant, if we here mention, that, under the auspices of a Committee, composed of certain European and Native gentlemen, a Public Library has been established at Baugorah, with the view of bringing together men of all creeds and classes to study and discuss topics tending to their common interest. This Institution, we trust, will, in the course of years, prove one of the greatest blessings to this part of the country, by bringing home to men's minds the benefits of literary intercourse, and the truth of the well-known saying, that Education "begins in the cradle and ends in the grave."

#### GENERAL EXAMINATION.

Babu Hurry Sunker Dutt :—*Mathematics.*—"Some boys of this Section of the First Class did well in Euclid and Arithmetic, but most of them failed miserably in Algebra; they gave me some satisfaction in the mechanical operations, but it was the theoretical portion of Algebra and Arithmetic which they appeared most deficient in. The accompanying

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\* The Committee have now the power of remedying this defect, and they have been told so — E. L.

improved return of marks, whether in Bengali is the best testimony of their comparative merit and progress.

Mr. Henry Taylor :—*Bengali*.—"I cannot say that this Class did well; their reading was generally indigressive and spiritless; they were inefficient in distinctness of explanation and paraphrase, chiefly in the use of English words, and they did not give meanings of words so readily. Not one of them thoroughly understood the passages read, but of course those who have received the least number of marks were the worst in that respect."

Dr. G. N. Cheek :—*Grammar*.—"This Class passed a far better Examination than the last year, and much to the credit of the Master."

Dr. G. N. Cheek :—*History*.—"Dwarkanath Mundle and Pitamber Dutt did not take in this Examination, the other two boys did pass a good examination."

Mr. H. Hall :—*Geography*.—"The best boy in this Class acquitted himself creditably, but the others were unable to answer the questions put to them correctly."

Pundit Gobindo Chandra Bidyasutna :—*Bengali*.—"On my visit to the School to-day, I went to the Fifth Class, and on holding an examination in the Bengali books of that Class, I was much more pleased with the manner in which the boys pronounced the words and gave the meanings."

Haji Hurry Sanker Dutt :—*Mathematics*.—"The answers of many boys of this Class were creditable. I must, however, observe, that this Class also was found deficient in the theoretical portion of Arithmetic and Algebra. Of the whole Class, Hurry Gopal Sircar was the only boy who attempted, with any degree of success, to answer the questions having reference thereto; the boys appear, nevertheless, to have been well exercised in the practical working of questions, and their answers in Geometry were in general very good. Haji Gopal Sircar and Chandro Choudhury stand foremost in merit, and Bama Churn Darpooy has acquired a place next to theirs. Many of the rest are intelligent, and the Examination of the Class was on the whole satisfactory."

\* As this Report is intended for perusal in England, as well as in Bengal, I have taken the liberty to translate into English the remarks of Pundit Gobindo Chandra Bidyasutna.—H. Westwood, Off. Director of Public Instruction.



Mr. Pierce Taylor :—*English*.—"I have examined this Class with great care in consequence of the declamations made about it, and I think I may safely say, that it has done much better than last year. The boys generally understood what they had read, but some of them were terribly put to it to explain what they knew; some, on the other hand, did particularly well, viz. those who have obtained the most marks, and I may primarily instance Harro Gopaul Sircar, hard run by Grish Nath Sircar and Ishan Chundro Hazra as the best and cleverest of the rest. The Second Master deserves credit for the improvement made in the Class since I last examined, and I think he will go on to much better still."

Dr. G. N. Cheek :—*Grammar*.—"A very marked improvement has taken place in this Class, much to the credit of their Teachers."

Dr. G. N. Cheek :—*History*.—"The Examination of this Class was satisfactory, but Indian History appears to me a difficult subject for Examination. The Master deserves credit for his exertions."

Mr. H. Rose :—*Geography*.—"The Scholars of this Class have, with two exceptions, Udaynath Doss and Bissonath Chatterjee, done very well, and the result of the Examination is creditable to them."

Pundit Gobindo Chundra Bidyaratna :—*Bengali*.—"On visiting the School to-day, after taking the Examination of the boys of the First Class, I went to the Second Class, and on holding an Examination of the Bengali books of the boys of that Class, the manner in which the boys pronounced the words and explained the meanings was very satisfactory, and proved the industry both of the Master and of the pupils."

Babu Hurry Sunkar Dutt :—*Arithmetic*.—"A paper in Arithmetic was given to this Class; the boys attempted working a good number of questions, but I regret to observe that not a single boy could answer every question having reference to theory; so miserably deficient were they in this respect, that the Class was astonished to hear the terms '*Subtrahend*' and '*Digit*,' and these seemed for the first time to strike their ears; to do them justice, I must add that they had some practice in the mechanical operations. From the easy nature, however, of most of the questions, and the smallness of their number, a more favorable result was expected. Surraj Chundro Mundle and Grish Chundro Roy stand on a level, and are decidedly the best of the Class; some of the

other boys are also intelligent. The Teacher seems to have taken much pains."

Mr. James Taylor :—*English*.—"I have examined this Class with great care, and think that on the whole they have done pretty well; some of those who have the least number of marks had great difficulty in explaining themselves; this I attribute in a great measure to their not having been made to explain in different words from those in the book on all occasions, and their Master not having been careful to give them as many synonymous words, on the occasions, as he could. Surutt Chundro Mundle ought to have been in a higher Class, as he is far superior to all the rest, and I should say a very intelligent boy. Ram Soonder Chuckerbutty also is a very sharp and answered well. The Master deserves credit for the way in which he has brought on the Class."

Dr. G. N. Cheek :—*Grammar*.—"The Examination of this Class afforded me great satisfaction; the boys understood what they had been taught, and the Master must have taken great pains with their studies. The boys on the whole failed more in Parsing than in any other question."

Dr. G. N. Cheek :—*History*.—"These boys stood a good Examination, and thoroughly understood the questions." The Master deserves very great credit."

Mr. H. Rose :—*Geography*.—"Several of the Scholars in this Class have acquitted themselves most creditably, and all of them have evinced a general knowledge of Geography, which shows the efficient manner in which they have been taught."

Pundit Gobindo Chundra Bidyaratna :—*Bengali*.—"On visiting the School to-day, I went to the Third Class and held an Examination in the Bengali books of the boys of that Class. The manner in which the boys pronounced the words and gave the meanings was very satisfactory, and did not fail to indicate the labour of the Teacher and pupils."

Mr. Harry Sutherland :—*Arithmetic*.—"Many boys of this Class obtained a respectable number of marks in Arithmetic, and five of them lost nothing of the full value. These boys seemed to work the questions with facility, and their conduct during the Examination was quite satisfactory. The result of the Examination reflects credit on the Teacher."

Mr. Pierce Taylor :—*English*.—"This Class has on the whole done very well, and their Master deserves corresponding credit; it will be seen that only one boy has got 25 marks, all the others having higher qualifications. They ought to be taught to explain in English more than they do; but certainly their Bengali explanations were fairly good and close. It appears that the whole Class (if the boys who have been away sick at times excepted) has been equally attended to, which is a great thing."

Dr. G. N. Chock :—*Grammar*.—"This Class showed a marked improvement; the whole of the boys passed a good Examination to the credit of their instructor; only three boys obtaining low marks."

Mr. H. Rose :—*Geography*.—"The majority of the Scholars in this Class have answered the questions put to them with such promptitude and correctness as shows that they have paid much attention to the study of Geography, and the result of the Examination is creditable both to themselves and their Teacher."

Pundit Gobindo Chandra Bidiyaratna :—*Bengali*.—"On visiting the School to-day, I went to the Fourth Class and held an Examination in the Bengali books of the boys of that Class, from which I thought that the Teacher and pupils had been industrious."

Babu Hurry Sunker Dutt :—*Arithmetic*.—"This Class passed a fair Examination in Arithmetic, of the questions proposed, the easy ones were worked by many, but the whole Class failed when one comparatively of greater difficulty was set. Jagendra Nath Mookerjee was the only boy who triumphed over every difficulty."

Babu Hurry Sunker Dutt :—*English*.—"The Fifth Class boys read tolerably well, but I am sorry to say their explanation was of the most wretched sort. Vernacular seems to have been very much neglected; for the Bengali in which the boys of this Class conveyed the meaning of passages in English was never expected to have been heard from the mouth of a native. I cannot persuade myself to speak highly of the Class."

Pundit Gobindo Chandra Bidiyaratna :—*Bengali*.—"On going to the School to-day, I examined the boys of the Fifth Class. The state of the learning and progress of the boys will be known by their marks."

Babu Hurry Sunker Dutt :—*English*.—"The Examination of this Section was on the whole good. I must not, however, omit to observe that some of the boys pronounced words in a defective way, and when required to explain a passage, many of them adopted the same old system of substituting word for word, instead of expressing the meaning in idiomatic Bengali. Plambar Chatterjee of this Section acquitted himself remarkably well and deserves particular notice. The Teacher seems to have been mindful of his duty."

Pundit Gobindo Chundra Bidyaratna :—*Bengali*.—"On visiting the School to-day, I went to the Sixth Class, and held an Examination in the Bengali books of the boys of that Class. The manner in which the boys gave the meanings will be shown by the marks, but from the manner in which all the boys gave the meanings, &c., I think that both Teacher and pupils have been industrious."

Babu Hurry Sunker Dutt :—*English*.—"Second Section."—"This Section consists of many Sub-Divisions. The remarks with respect to reading and explanation made on the First Section apply to this also. The Examination of the Section was on the whole creditable."

## PURULIA SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—CAPTAIN G. N. OAKEN.

HEAD MASTER—BABU CALLI CHURN DUTTA.

In submitting the Annual Returns of the Purulia School, I have the honor to state that the Committee met regularly. There were eleven Meetings held during the year, and all the Members visited the School in rotation, and their records have been regularly sent for inspection at the end of every quarter.

The School continues to be efficiently managed and is steadily increasing, though there are not many of the sons of the people of the District itself, which may be attributed partly to the high rate of Schooling Fees and partly to their not appreciating the value of Education. *Not a single Zemindar* has yet sent in his son. Three minor Zemindars, under the Court of Wards, have been admitted into the School during the Session under review.

In 1854-55—Sixty-five Boys.	several pupils having been
1855-56—Seventy-three Boys.	withdrawn and dismissed for
1856-57—Ninety-two Boys.	non-payment of Schooling

Fees, &c., the number has been markedly augmented.

The financial condition of the School is satisfactory. The total sum collected on account of Schooling Fees amounted to Rupees 957, and there are Rupees 116 outstanding.

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The Annual Examination of the School commenced on the 4th ultimo, and was not over till the 15th. Owing to the absence of other Members from the Station on duty, the Examination was conducted by myself, aided by the Head-Master, Babu Calli Churn

...taking part in one who is entitled to such prize. The Education Department on the 31st March, 1901, recommended Mr. W. J. Allen, was placed in the office of the Department of Bengal and Bihar, and he was promoted; but I regret that the circumstances were not taken into their favorable consideration. It would give me great pleasure to see him promoted.

There are at present ninety-two boys on the Roll, who are divided into six Classes, with a Section for the Study of the Roll. The First Class, at the commencement of the Session, consisted of nine boys, of which three have left the School on receiving employment. This Class studied the Course prescribed for Junior Scholarship. Four boys went to Calcutta to compete for the same, the result of their Examination is not yet communicated. As there remained only three boys, out of whom one was absent on sick leave, I did not think it necessary to examine them; but from monthly and weekly Examinations held by myself and other members, I can fairly record that the boys of this Class have done remarkably well.

The Second Class, which consisted of nine boys, had studied during the Session Pincock's History of England, Pines Reader No. IV. Leaning's Grammar, Poston Reader No. 2, Chambers's Geography and Arithmetic, and in Bengali they read from Charupat Part II. I examined this Class in all the various branches, by a set of written questions; their answers were fair excepting in Arithmetic, in which they were deficient. Their Translation from English into Bengali, and vice versa, was not good. For general proficiency in English and Bengali, two boys deserved Prizes, viz. first, Dole Gobinda Chatterjee, and second, Bunka Behari Sircar. Babu Kala Chandra Mukherjee, the Second Master, had charge of this Class. He is a meritorious officer.

The Third Class consisted of eight boys, and was during the whole Session under the management of Babu Beto Nath Datta, the Third Master.

In History, Geography, Grammar, and Arithmetic these boys were examined; only two boys acquitted themselves well, the rest were backward. Their pronunciation, on the whole, with the exception of two boys, was defective, and is owing to the advanced age of those pupils. They were not well grounded in Bengali Orthography. For general proficiency in English and Bengali, Maken Lall Moojoomdar stands the first and Boodam Chunder Sen the second.

The Fourth Class is composed of nineteen boys. Teacher Babu Hungasser Mookerjee. They read Marshman's History of Bengal, Prose Reader No. II., Lennie's Grammar, Clift's Geography, and Arithmetic. In Bengali they studied "Sharn-graba." I examined the pupils of this Class in Reading, Explanation, Grammar, Geography, and Bengali. The elder boys pronounced badly; their Explanations from the Reader was fair; Grammar and Geographical questions were answered satisfactorily. In Bengali they were all deficient. As they have commenced the History of Bengal lately, I did not think it necessary to examine them on this subject.

The Fifth Class, taught by Babu Sree Nath Dutta, is composed of sixteen boys. They studied Prose Reader No. II., Elements of Grammar, and in Bengali Manarunjana. This is the most promising Class in the School, consisting of boys whose ages vary from eight to twelve years. I had great pleasure in examining these boys, who read and pronounced very creditably. I was entirely satisfied with this Class, and the Master is deserving of praise. The Committee has recommended him for promotion, but no reply has yet been given.

The Sixth Class consists of two Sections, taught by the Fourth Master. The First Section consisted of eleven boys, they read Reader No. I. and Murray's Spelling; and the Second, of twenty boys, read the words of one Syllable from Murray's Spelling. As this Class consisted of boys who are just commencing the study of the English language, a detailed account is not necessary. But as far as they have read, they did well.

The Masters have been working hard with great zeal and perseverance, for which they are entitled to much credit and praise.

The Library Books are in good order, with the exception of a few copies, which require new binding. During the past Session, books worth Rupees 72-15-0 only were received for the use of the Library.

I beg to conclude this Report by subjoining the remarks of Dr. F. J. Mout.

"I visited the Baralia School this morning with Captain G. H. Oakes, Principal Assistant Commissioner. There was a large attendance of pupils; they were orderly and attentive, and there was an air of industry and earnestness in the whole place creditable to those in charge of it. The pronunciation of the elder boys is defective, which is probably due to their having begun the study of English a little too late, as the same defect was not visible to the same extent among the younger pupils. The Masters seem too anxious to push them on rapidly, which is I think a mistake; it will be far better for them to be thoroughly grounded in the Elements of such an Education as will really be useful to them, and enable them to earn their bread than to indoctrinate them in subjects with which they must at the least have a very imperfect acquaintance, and which in general they forget sooner and more easily than they acquire. The First Class for instance was reading Tyler's Elements of General History, a book quite beyond the standard of their acquirements. On the whole, I am much pleased with my visit, and as this School has not yet been seen by an Inspector, I shall feel obliged by a copy of these remarks being sent to the Director of Public Instruction."

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## MIDNAPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. H. BRODHURST, Esq.,

HEAD-MASTER—BABU RAJNARAIN BOSE.

The Local Committee met twelve times during the year, and the Members were Monthly Visitors in rotation.

No changes occurred in the Establishment during the Session.

The guardians of the boys and the Teachers subscribed towards a Five's Court, which is in the course of erection at the Northern end of the School Compound.

Captain C. H. Keightley and Mr. W. Terry conducted the Annual Examination in English Literature, Mr. G. P. Leicester that in History, Mr. W. H. Brodhurst that in Grammar, Babu Woomachurn Haldai, the Deputy Inspector of Schools, that in Geography and Mathematics, the Deputy Inspector and Babu Bhuranydhur Roy, Guardian to the Minor Rajah of Jellamottah, that in Vernacular, and the Head-Master that in hand-writing.

*First Class.*—The number of boys in this Class is eight. The average age  $17\frac{1}{2}$  years. The majority of the pupils competed for Junior Scholarships, and the rest were not examined, not being entitled to Prizes according to the Rule. One of the candidates obtained a Scholarship, and has since joined the Presidency College.

*Second Class.*—There are fifteen boys in this Class. The average age  $14\frac{1}{2}$ . The Examiner in English Literature has made no remarks, but out of fifteen boys present at the Examination, twelve obtained above half the maximum number of marks. The Examiner in Grammar remarks, that "the boys of this Class have done very well, particularly Muddosoodun Roy." The remarks of the Examiner in History are "very indifferent papers." The Examiner in Geography states that—"I examined this Class in Geography on the 13th of June 1857 in writing. The papers of most of them were creditable. Those of Okhoynarain Bose, Juddoo-

with English and Opendromth Mitter were, however, very poor. I should not, I think, omit to notice here the general state that appears to have prevailed in the whole Class in the subject. Almost every boy spelt proper names, places, more differently and incorrectly. The Examiner in Mathematics remarks that—"I examined the Class in Mathematics on the 5th June 1887 in writing. The Examination, as given by its Members is on the whole fair. The papers of Mudoosodun Roy, Bhroodunder Mullick, and Angudhya Lal Paul are far superior to those of the rest of the Class, and entitle them to much credit." The Examiner in Vernacular Reading and Explanation remarks that—"I examined the Class on the 5th June 1887 in Chitrapat Part I, the last book of the Class in Vernacular, and have the pleasure to record that the boys generally acquitted themselves to my satisfaction in Reading, Explanation, Spelling, and meanings of words, which occurred in the part which they were examined. I, however, regret to say, that the boys do not learn Grammar, without which the knowledge of any language is but empirical, and that the progress made by them during the year is not at all favorable. Thirty-two pages of Chitrapat Part I, an easy work written in our own language, especially new a-days, when that language has received an altogether new aspect and has attracted attention from every quarter, is progress poor indeed. To meet this, I expect, it will be said that the tutor and the pupils had to attend to other multifarious subjects. But this is neither the time nor place for me to say any thing on that head." The Examiner in Translation remarks that—"The maximum number of marks for translations was fixed at 50, 15 for translating from English into Bengali, and as many for the contrary. Mudoosodun Roy has done best, having obtained twenty-six marks. On the whole, the boys have acquitted themselves creditably." The general progress of this Class has been pretty good. Mudoosodun Roy deserves the Prize for General Proficiency, Literature, Grammar, Mathematics, Vernacular, and regular attendance, and Angudhya Lal Paul for History and Geography.

**Third Class.**—The number of boys in this Class is sixteen. The average age 14½ years. The Examiner in Literature remarks—"The first five boys in this Class read and explained the different passages very fairly, and appeared to take an interest in their studies. The remaining boys, with the exception of the last, who ought not to be in the Class, are also improving." The Examiner in Grammar remarks that "few of the boys express themselves correctly; they have out little words in their sentences, and do not

seem to understand the use of them." The Examiner in History remarks that "this average is much better than that of the Second Class. The boy with one mark should be sent home." The Examiner in Geography remarks that—"I examined this Class in Geography in writing. The answers of the boys were pretty fair. I am glad the boys of this Class generally adopted and retained the spelling of proper names, as given in the text-book." The Examiner in Mathematics remarks that—"I examined this Class in Mathematics on the 5th June 1867 in writing. The manner in which the Students answered the questions, is on the whole *above fair*. The papers of Es'hanchunder Berra, Sarodaprosad Chatterjee, Radha-shyam Baug, and J. Moonath Ghose, are highly creditable. These four boys have satisfied me beyond expectation." The Examiner in Vernacular Reading and Explanation remarks that—"I examined this Class on the 12th June 1867 in writing the text-book of the Class in Vernacular. The boys, with the exception of a few, passed a pretty fair examination in reading, explanation, and spelling of words. In meanings of words, however, they were less exact than the boys of the Second Class. The remarks made in the 2nd paragraph of my Report of the Second Class apply to this Class also." The Examiner in Translation remarks that "Es'hanchunder Berra No. 1 has obtained the highest number of marks, viz. 24½ out of 30. The papers were very fairly written, and does credit to the boys, as well as to the Teacher, Bahu Haruchunder Chatterjee." The general progress of this Class has been creditable. Es'hanchunder Berra deserves Prizes in Literature, Grammar, History, Mathematics, and Vernacular, and for General Proficiency; Targnichurn Mookerjee for Geography; and Sarodaprosad Chatterjee for regular attendance.

*Fourth Class.*—The number of boys in this Class is thirty-one. The average age 11½ years. The Examiner in Literature has made no remarks; but out of thirty-one boys present at the Examination, fourteen obtained above half the number of marks. The Examiner in Grammar remarks that—"Many of these boys answered their questions very fairly." The Examiner in History remarks that "the boys" who have 0 against their names really bring discredit on the School. It will be found, I am told, that their attendance has been very irregular. I think an example should be made of them. They take up the time and attention of their Teacher, which would be more advantageously directed to the instruction of the industrious." The Examiner in Geography remarks that "the Examination passed by the Students of this Class in Geography, conducted by myself

## MIDNAPUR SCHOOL

on the 13th June 1857, was good." The Examiner in Mathematics remarks that—"I examined this Class in Mathematics on the 6th June 1857 on which occasion I find to say the majority of the boys acquitted themselves well in the Examination." The Examiner in Vernacular Reading and Explanation remarks that—"I examined this Class on the 12th June 1857 in Bhoj-pody; the text-book of the Class in Vernacular. I have been very well satisfied with the Examination passed by its members. Most of them acquitted themselves profitably in Reading, Explanation, Spelling, and meaning of words. But the remarks made in the 2nd paragraph of my Report of the Second Class apply to this also." The Examiner in Translation remarks that "Gowaylass Dutt has obtained 19 marks out of 30, which was the maximum number. Of course the papers could not be expected to be perfect, they must be regarded as mere attempts at translation, as the progress of the boys in general Literature is yet but very limited." The Examiner in hand-writing has made no remarks, but out of twenty-five boys present at the Examination, eleven obtained above half the maximum number of marks. The general progress of this Class has been fair.

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*Fifth Class*.—The number of boys in this Class is thirty-five. The average age 9½ years. The Examiner in Literature remarks that "the boys in this Class answered the questions put to them very fairly, but, as in all the Classes, the first few boys are far in advance of the others." The Examiner in Grammar remarks that "this Class upon the whole has done well." The Examiner in Geography remarks that—"I examined this Class on the 13th June 1857 in Geography. The majority of the Class succeeded in passing a very good Examination in the subject, of course in as much of it as had been read. The deficiency of a few, however, was very striking. They appeared on the occasion to have had no idea of such things as Lakes, Islands, &c. Some of them again confounded land with water on the Map." The Examiner in Mathematics remarks that—"I examined this Class in Mathematics on the 6th June 1857. I am sorry I cannot give a favorable report as to the result of the Examination, as about half the Class appeared, on the occasion of the Examination, to know absolutely nothing of the subject, even of that portion which had been put down in the statement showing their progress during the last year; and as the average number of marks obtained by the rest of the Class is about 16 out of 50." The Examiner in Vernacular remarks that "the Reading and the

## APPENDIX A.

Explanation rendered by the boys generally, from the *Shikshak*, Part III., were very good, and perfectly satisfactory. In spelling words they did not do so well: out of ten words which I gave them to spell, only one boy could spell seven words correctly, three boys six, two boys four, six boys three, five boys two, and eight boys only one word. The rendering of English sentences into Bengali and vice versa from Pearson's Idiomatical Exercises was generally good. On the whole, the Examination was creditable to the boys as well as to the Teacher. Nalleonarko Buseia the best has done the best, having obtained 46 marks out of 50, and deserves to be rewarded." The Examiner in hand-writing has made no remarks, but out of twenty-eight boys present at the Examination, nine obtained above half the number of marks. The general progress of this Class has been tolerable.

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*Sixth Class.*—The number of boys in this Class is thirty-six. The average age  $8\frac{1}{2}$  years. The Examiner in Literature has made no remarks, but out of twenty-eight boys present at the Examination, twelve obtained above half the maximum number of marks. The Examiner in Arithmetic states that—"I examined this Class in Mathematics on the 6th June 1867. The Examination passed by the boys on the occasion in *nearly fair*." The Examiner in Vernacular remarks that "the boys generally read and explained very well. As in the Seventh Class, there was a defect with some of the boys in their pronunciation of the sound, arising from the combination of the letters *Sh*, which they pronounced as simple *S*. This sounds very awkward, and the tutor should direct his attention towards rectifying the defect. The same ten words, which were given to the boys of the Seventh or lower Class to be spelt, were given to these lads too; but the former did better than the latter. The attention of the Teacher should be directed to this. On the whole, the Examination was satisfactory. Goprenath Gupta has obtained the largest number of marks (46) and is entitled to a Prize." The Examiner in hand-writing has made no remarks, but out of thirty-two boys present at the Examination, eight obtained above half the number of marks. The general progress of this Class has been good.

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*Seventh Class.*—The number of boys in this Class is twenty-eight. The average age eight years. The Examiner in Literature remarks that "the boys in this Class have been but a short time in the School, and taking this into consideration, they read and spelt very fairly." The

Examiner in Arithmetic remarks that—"I examined the 1st Section of this Class on the 6th June 1857, in Arithmetic. The members of it passed a good Examination in Addition and Subtraction. In the Multiplication Table, however, they ought to have been a little more exercised. But I will beg to ask the Teacher, whether he could not bring his boys a little higher up in the subject than he has done." The Examiner in Vernacular says that—"I examined this Class in Reading and Explanation from *Barnoparichay*, Part I. The boys generally read well and seemed to understand what they read. Their spelling of words was good, and for the most part correct. I was much pleased with the manner in which the little boys acquitted themselves. The only fault I could find was, in some of the boys, mostly residents of this District, pronouncing the sound formed by the letters *SA* as simple *S*. A little trouble on the part of the Teacher would correct this defect, as the boys are yet generally very young. Left uncorrected now, this awkward pronunciation would, as with most people in this District, continue with them all the days of their lives. Joggendronath Mullick and Sunkirtan Mohopatter have both obtained 50 marks, but to test their comparative merits, I gave them to read a difficult passage from *Charuopat*. In this, Sunkirtan showed a decided superiority over his competitor, and I would give him the Prize." The Examiner in hand-writing has made no remarks, but out of thirteen boys present at the Examination, seven obtained above half the number of marks. The general progress of this Class has been very good.

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The general conduct of the Teachers during the Session was quite satisfactory.

There are 664 volumes of books in the Library, and most of them are in good condition.

## BALASORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—A. A. MANTELL, Esq., M. D.

HEAD-MASTER—BABU BISSONATH SINGH.

The Local Committee have met eleven times during the year,

V. H. Schalch, Esquire,	3 times in	June.	and the School was
E. Waterfield, Esquire,	4 " "	July.	visited by the gentle-
A. Bond, Esquire,	5 " "	August.	men named in the
Roy Screenath Ghose,	4	September.	margin. Besides,
Dr. A. A. Mantell,	5	November.	the School has been
Babu Paddum Lockun			frequently visited by
Mundla,	3	December.	the Secretary, and
Dr. A. A. Mantell,	4 " "	January.	
Babu Poddun Lockun Mundla ..		February.	
V. H. Schalch, Esq.		March.	
E. Waterfield, Esquire .....		April.	

once by the Commissioner and the Judge of the District, respectively, during their Circuits.

The more regular attendance of the boys during the past year would seem to show an improved state of discipline throughout the School, and the Committee consider that the conduct of the Masters has been such as to merit a continuance of the encomiums passed upon them in former years.

The Schooling Fees realized during the year amounted to Rupees 482. The fines realized during the year have been to the amount of one Rupee only.

The English Examination of the School was conducted by

T. B. Meekier, Esquire, Mathematics and Writing.	the members of the
E. Waterfield, Esquire, History and Geography.	Local Committee
A. A. Mantell, Esquire, M. D., Reading, Explanation, Grammar, Spelling, and Dictation.	named in the margin,

in the different subjects of studies of the several Classes. The

following is an abstract of the result of the General Examination of the different Classes :—

*First Class.*—This Class is under the tuition of the Head-Master, and numbers four boys, whose average age is sixteen years. Mr. Mactier, the Examiner in Mathematics, pronounces the result as "satisfactory." Mr. Waterfield, who examined in History and Geography, reports as follows :— "I was very well pleased with the manner in which this Class acquitted itself, especially the first two boys. D'Souza was slightly superior in History and Gobind Chunder Naug in Geography. Taking all together, they must be considered equal, and I recommend that they should each receive a Prize." The Report of Dr. Mantell runs thus :— "I was satisfied with the general proficiency of this Class. In Grammar they did very well, and were nearly equal. All have improved in their method of Spelling; some few months back they had a bad habit of jumbling syllables together; they are now more careful in dividing them. More pains should be taken to make the boys understand what they read; many of the most simple matters they can neither reason upon, nor explain, except in the form which they have learnt up by rote. They wrote a difficult piece of Dictation very well, but know nothing of punctuation."

*Second Class.*—This Class is under the tuition of the Second Master, and numbers three boys, whose average age is sixteen years. Mr. Mactier, who examined the Class in Arithmetic, speaks of the result as "satisfactory." In History and Geography. Mr. Waterfield says :— "Ashootosh Naug is decidedly superior, his answers in History were remarkably good, and in Geography very fair. Sree Nath Dass also passed a very creditable Examination." Dr. Mantell, who examined the Class in Reading, Explanation, Dictation, and Grammar, reports as follows :— "Two of the best boys having been withdrawn from this Class, it does not yet come up to its former standard. The remaining three boys, however, are making very good progress under the persevering care of the Second Master."

*Third Class.*—This Class is under the charge of the Third Master and consists of fifteen boys, whose average age is about thirteen years. Mr. Mactier expresses himself thus on the result of his Examination in Arithmetic :— "After a long contest, No. 3 proved himself the best, but the Master tells me that No. 2 is generally superior to him. As our Examination is but a poor test of efficiency, I recommend both for Prizes, more particularly as No. 2 is by far the best writer." Mr. Waterfield, who



examined this Class in Geography, reports thus:—"On the whole this Class passed a good Examination. Leslie was very good; I recommend him for a Prize. They appear to have learnt too much by rote, without fully understanding the meaning of their lessons, but with one or two exceptions, the Examination was very creditable." The Report of Dr. Mantell is as follows:—"The Reading and Explanation of this Class were very good, and in all the subjects I have reason to be well satisfied with their progress."

*Fourth Class.*—The Second Master has the charge of this Class, which consists of sixteen boys. Dr. Mantell reports on the Examination as follows:—"The boys of this Class are rather unfairly matched. The four or five upper ones did extremely well in all the subjects, whereas two or three of the lower ones broke down altogether. These latter require their Reading and Pronunciation to be looked to." Mr. Maetier says:—"I think these boys are not so far forward as those of the 5th Class. Nos. 3 and 6 are the best in Writing and Arithmetic, but I cannot say that either deserves a Prize."

*Fifth Class.*—This Class is under the tuition of the Fourth Master, and numbers twelve boys. Dr. Mantell examined them in Reading and Spelling, and says:—"All these boys, but the last, did very well. The first boy's Reading was remarkably good; he pronounced every word most distinctly. The advancement of the Class generally reflects great credit on the Master." Mr. Maetier reports on the result of the Examination in Arithmetic:—"The progress shown is most satisfactory. I had considerable difficulty in making a distinction of qualifications. The first three in Arithmetic all deserve Prizes. In Writing I think the same progress is not shown."

*Sixth Class.—Section I.*—This Section is in charge of the Third Master, and consists of seven boys. Dr. Mantell, the Examiner in Reading and Explanation, reports the result to be "satisfactory." Mr. Maetier examined in Arithmetic, and says—"Very satisfactory—the equality in proficiency is remarkable, and shows that the Master has exerted himself to bring up those inclined to lag behind."

*Sixth Class.—Sections II, III, and IV.*—All these Sections are in charge of the Fourth Master. Dr. Mantell examined in Reading, and reports the result of the Examination of Section II. to be "satisfactory." Of the other two Sections, he speaks thus:—"Most of the boys of these Sections have been but a short time in the School; so that little

## BALASORE SCHOOL.

could be expected from them. What they were examined in, they knew pretty well." With regard to the Arithmetical Examination of the Second Section, the Examiner remarks that "the progress of the whole of this Class was very satisfactory. They are all tolerably equal. The three I have chosen deserve to be rewarded." Of the Third Section, he says:—"These boys have commenced learning so lately, that it is impossible to give an opinion of their relative merits."

The Examination in Vernacular of the whole School was conducted by Roy Kishan Kant Mitra, who speaks very favorably of the progress made.

The attendance of the boys during the year under review has been far more satisfactory than it was during the previous one. One boy in the Third, and four in the Fourth Class, have not been absent for a single day during the past Session.

The Library is in good order, and has received some valuable additions during the year. V. H. Schalch, Esq., the late Officiating Collector, &c., has made a present of a set of Burke's Works and a few other books.

The School premises are in good order.

## CUTTACK SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. C. LACEY, Esq.

HEAD-MASTER—BABU JUDONATH MOOKERJEE.

*Suggestions.*—The Committee take this opportunity of bringing to notice the absolute necessity of an additional Teacher to the Staff of the School, to take charge of the Class newly formed by the most proficient Students of the Second Class and the less advanced ones of the First Class, the most qualified members of which composing a separate Class to prosecute the studies embraced by the Junior Scholarship course for 1857-58.

*Strength of the School.*—The number of pupils on the Rolls at the end of the Session 1855-56 was 109, that at the conclusion of the last 113. It appears from the records, that there have been seventeen admissions and thirteen withdrawals. The average daily attendance during the year was 91.1.

*Examinations.*—There were no candidates for Scholarships. The General Examinations were therefore at once commenced with, from the 27th of April last, under the immediate superintendence of the following members of the Committee:—J. J. Ward, Esq., R. N. Shore, Esq., H. Harrison, Esq., W. C. Lacey, Esq., J. A. Cox, Esq., M. D., Babu T. K. Bydinasagur, and Meer Jaffer Ally.

Number of pupils 20. Average age 15.8.

First Class

The boys were examined on paper in every subject.

*Literature.*—Of the sixteen boys who passed the ordeal, three have obtained 27, 28, 28 respectively, and one only 32½ out of 50, the highest number attainable. The general result of the Examination in this branch does not appear to have been very satisfactory, Mr. Harrison

complaining of "numerous" grammatical inaccuracies that occurred in the written replies.

*History.*—Seventeen boys were examined by Mr. Ward in this subject, and of the seventeen papers of answers, fifteen have been separately estimated at above half the aggregate value of the questions proposed, a result which the Committee consider satisfactory.

*Geography.*—Dr. Cox remarks :—

"This Class was examined by me in Geography and in the Use of the Globes on 6th May 1857. I gave ten questions, whose aggregate value equalled fifty. Out of sixteen boys, two have obtained the full number of marks, six 40, one 48, two 47, &c., &c.—a result satisfactory and creditable to the pupils. I was sorry, however, to find grammatical and orthographical errors in some of the papers; but the exercises of Bullicram Bose and Hadhabullub Putnalk were entirely, and those of four or five others almost entirely, free from such blunders."

*Vernacular.—English into Oorya.*—Creditable on the whole.

*Oorya into English.*—"Two papers taken at random from the Vernacular Reader were translated into English by the boys. Sixteen papers have been given in. The selection was not difficult so that I am rather disappointed with the result, which is this. Out of the sixteen boys, one only has gained 40 marks for his performance; 50 being fixed for a perfect performance; four have gained 35; two 30, and one 25. The rest were indifferent."

*Mathematics.*—Mr. Shore states :—"The standard to which the several Classes had attained was not high, but as far as they went, they seemed to have been very carefully instructed, and answered the questions put to them with remarkable correctness. I consider that there was a decided improvement on the state of things at this time last year, attributable in part, I have no doubt, to the temporary suspension of Examinations for Junior Scholarships, and to the alterations made in the classification of some of the Scholars."

Number of boys twenty-two; their ages ranging between 12 and 15 years. Examinations conducted orally.

*Literature.*—"Five or six boys of this Class passed a very fair Examination, and appeared to understand what they were reading. The boy who stands fifth in the above list (Bemolachurn Bhattacharjee) was decidedly the best. The latter end of the Class did not read as well as I should have expected, with the exception of the last boy

(E. DeSouza), and in many instances could not explain the meaning of words and sentences that occurred."

*Grammar.*—"The Second Class, consisting of twenty-two boys, was examined by me on Tuesday, the 28th April, in English Grammar. This Class had gone as far as the end of Syntax, and I have much pleasure in testifying to their general proficiency in this study. The first ten boys, I may safely say, evinced a very creditable knowledge of English Grammar. Not only do they appear to be familiar with nouns, verbs, &c., but the all-important rules of Syntax appear to have been well learnt and studied; nor were they slow in applying them, and, with their aid, detecting and correcting errors in a good many sentences selected at random from their exercises. These latter remarks, however, I reserve to the first ten or twelve lads. The degree of proficiency of course declined gradually, as the standing of the boy became lower. It will be seen that the best boy gained 50 marks and the next 49, next 48, and so on; 50 was the maximum number for a perfect performance; and the number of separate questions, not less than 20 or 25 on the whole. Were it not that I am aware these boys had been, what is commonly called, 'cramped' for the occasion, and would therefore by no means either from idleness or want of practice, forget much of what they seemed now so thoroughly to understand, I should be most sanguine of seeing them in a short time expressing themselves in their written exercises in idiomatical and correct English!—a result never before attained in our School by the best boys, and seldom perhaps in any similar character."

*History.*—Mr. Ward says:—"This is creditable to the Class."

*Geography.*—"I examined the boys of this Class orally, and was pleased with the general correctness and promptness of their replies. They pointed out Cities, Towns, Islands, &c., and traced Rivers and Mountains on the Maps of Europe and Asia to my satisfaction; but they did not appear to be well grounded in those parts of their study that relate to physical aspects, climate, production, &c. of the several countries. I should like to see more attention paid to these in future."

*Arithmetic.*—See the marks under the head of Mathematics, First Class.

*Vernacular.*—It appears from the marks given, that the boys have acquired themselves creditably in translation from English into Oorya. The same, however, cannot be said with respect to their progress in Oorya

## OUTRACK SCHOOL.

Grammar, a few only having answered the questions well, the rest indifferently.

Third Class.

Number of boys twenty-eight. Average age

11-8.

*Literature*.—"The Reading was very fair in general. The Explanation not so good as the Reading. The boys appeared to me to be crammed too much and not to thoroughly understand what they were reading."

*Grammar*.—"The Third Class, containing twenty-eight boys, passed also a very fair Examination in Grammar."

*Geography*.—"This Class on the whole passed a very fair Examination."

*Arithmetic*.—"See the above remarks under the head of Mathematics."

*Vernacular*.—"Indifferent."

Fourth Class, Section A.

Number of boys eleven. Average age eleven.

*Literature*.—"Mr. Harrison says:—"These boys were examined in only a few pages which they appeared to know by heart, but in spelling, which was the best criterion of their proficiency, they made several mistakes. Their Examination on the whole was creditable."

*Grammar*.—"The Section of this Class studying Grammar, and consisting of eleven boys, also passed well in the elements."

*Arithmetic*.—"Vide Mr. Shore's remarks."

*Vernacular*.—"Fair."

Fourth Class, Section B

Number of boys thirty-two. Average age about 10 years.

*Literature*.—"This Class passed a creditable examination and explained well what they read. Their Reading was not so good as their Explanation."

\* \* \* \* \*

*School-house*.—"Great inconvenience has been felt owing to the non-completion of the repairs to the School-house up to this date. In October last, the roof being found leaky, and the ends of several of the beams eaten away, rendering the house quite unsafe, it was made over to the Executive Officer for speedy repairs, the Committee hiring a Bungalow for the temporary reception of the School. The rooms in the hired premises are generally dark, small, and insecure, affording no accommodation

for Books, Maps, Globes, &c., which the Committee have had removed to the Collector's Office for the present—a circumstance that has to some extent retarded the progress of the boys. The Committee were obliged to rent this house with all these disadvantages, as a better one could not be had in the quarter. The repairs to the old School-house have not been so promptly attended to as was expected. If speedy measures had been taken from the beginning, the rather heavy expenditure of twenty Rupees a month on account of house-rent would have been saved to the School long ere this. The Committee are sorry to observe, that in their opinion nearly two months must still elapse before the old house is available.

# POOREE SCHOOL.

## FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—R. PRINGLE, Esq., M. D.

HEAD-MASTER—BARU CHUNDER MONUN TAGORE.

Strength of the School.	Number on the Rolls on the 30th April 1856 was	85
	Admission from 1st May 1856 to 30th April 1857	30
		115
	Withdrawals	24
	Deaths	2
	On the Rolls, 30th April 1857	39

The daily average attendance during the past Session was 63½. This unsatisfactory state of attendance was caused by the prevalence of Cholera in the Town during the latter part of the Session.

The Local Committee met eleven times during the past year. The School was visited several times by all the Members of the Committee in the past Session.

Three boys of the First Class competed for Junior Scholarships; the result of their Examination has not yet transpired. The General Annual Examination of the School was conducted by the Members of the Committee.



Mr. Annand, who examined in Literature and History, remarks:—

*First Class.*—"Only one boy came up for Examination in the First Class, Joykissen Putnaik, the other three being absent at Cuttack, where they had gone for the Scholarship Examination. This lad read fairly, but his Explanation both of Prose and Poetry was not so good as I expected. His answers to the questions asked in History were pretty good."

*Second Class.*—"In the Second Class, the first boy, Juggernath Mookerjee, and the third, Bhambagrahee Mytee, read explained, and answered the questions in History very well indeed. I would bracket these two boys, and give a Prize to each. The replies of the other two were not so good, but still on the whole satisfactory."

*Third Class.*—"In the Third Class, the first boy, Lokenath Ghose, and the second, Juddadhar Dose, passed a very good Examination, and were also bracketed as equal, and deserve Prizes. The replies of the others were fair, but not entitled to any special notice."

*Fourth Class.*—"The first boy in the Fourth Class, Promothonath Ghose, and the second boy, Anant Mytee, read and explained very well, and are bracketed as equal; each deserving a Prize. The fifth boy, Hurchundano Patnaik, also passed a very creditable Examination, and I would place him third in the Class in the subjects in which I examined him. The replies of the others, though inferior to the three named, were pretty good. The numbers opposite the name of each boy show the marks I have awarded in each subject. The maximum is 50."

The following are the remarks of Mr. Clarke, who examined the several Classes of the School in Mathematics:—

"I examined the boys in Mathematics. The boys of the First Class had read as far as the end of the First Book of Euclid, Greatest Common Measure in Algebra, and the whole of Simple Arithmetic. The best boy knew and understood the first and last subjects very well, but was not very proficient in his Algebra. Nine was the maximum number of marks given—he got nine in Euclid and Arithmetic and five in Algebra. Although the First Class professed to have read one-third of what they did last year, I am much more pleased with the result of this Examination, as the boys were better grounded."

"The Second Class have read the first twenty Propositions of the First Book of Euclid, Algebra as far as Multiplication, and Arithmetic as far

## POOREE SCHOOL.

as Decimals. The first boy only knew any thing of Algebra, but they all passed fairly in the other subjects. The marks affixed to the names show the degree of proficiency.

"I examined the Third, Fourth, Fifth, and Sixth Classes in Arithmetic and all, with one or two exceptions, seemed to have made fair progress. I think the boys altogether had learned the subject much better than they had done last year (although they have not read so much), and am much pleased with the result of this Examination."

The Candidates for the Junior Scholarship Examination were again examined in History and Zoology, along with the remaining boys in the First Class, as a special Prize was to be awarded by Dr. Pringle, the Secretary, to the best Student in Zoology. Dr. Pringle remarks as follows:—

"I examined the several Classes of the Pooree Government School.

"In Geography ... First Second, Third, Fourth, and Fifth Classes.

"Reading and Ex- ) Fifth, Sixth, and Seventh Classes (Sections  
planation ... ) A, B, C.)

"Zoology ... .. First Class.

"History ... .. First Class.

"And Writing from Dictation, First, Second, Third, Fourth, and Fifth Classes.

"The Examination in this subject was conducted by means of written questions and answers. The answers were correct, but the way in which they were expressed showed they did not result from a knowledge of the subject as obtained by reading and study, but rather by being committed to memory.

"The method employed in conducting the Examination in this subject was the same as in History, but the answers, in addition to being correct, were expressed in a manner which showed that the boys had studied the subject with great care. Considerable progress has also been exhibited. After a severe and protracted examination, I have placed Hurrobal Bose and Khettermohun Bose as equal."

"First Class.—Only one boy was examined, and he answered the questions on this subject readily; the other three boys were absent in Cuttack at the Scholarship Examination.

"Second Class.—Bhaubograhee Mytee, first.

"Third Class.—Tuckhmedhur Mytee, first.

"*Fourth Class.*—Harnibundhoo Patnaik, first.

"*Fifth Class.*—Piareemohun Bose, first.

"*Fifth Class.*—In this Class the Reading was good, but Ramrutton Mookerjee gained the first place after a second trial with the four best boys on the first day; Byekuntath Dutt was second. In Explanation Gour Chandra Choud excelled the others in the quickness and correctness of his answers.

"*Sixth Class.*—The boys in this Class read very correctly, but too fast. Ralas Patnaik was first and Keipasiudhoo Mahapatra second.

"*Seventh Class, Section A.*—This Class was the last Class in the School at the Examination in 1856, and the progress they have shown was very good. Fakemchand Ghose, first.

"*Seventh Class, Section B.*—The boys in this Class have been less than five months at School, but appeared to have made good use of the time they have been under instruction. Madheb Mtyee, first.

"*Seventh Class, Section C.*—The boys comprising this Class have been less than three months at School, and are thus only commencing their studies."

Babu Noelmony Barua and Babu Gourballab Ghose, the Vernacular Examiners, observe:—

"From the impressions left on us of the Examinations, we cannot pronounce that the Vernacular is as efficiently taught as it is desirable it should be. An Exercise in Writing from Dictation was given to all the Classes, and we regret to say that we did not observe a single paper that was free from gross mistakes in Orthography and that exhibited a tolerable specimen of Caligraphy. We think it our duty to draw the attention of the Masters to this important branch of study, in which there is considerable room for improvement."

The number on the Rolls on the conclusion of this Session shows only an increase of four boys over that of the last year, which, though not considerable, yet affords hopeful signs of the future progress and prosperity of the School, when the peculiar difficulties it has to contend with are borne in mind. The Brahmins connected with the Temple, who form the wealthy

Education in which the School is held.

and most influential portion of the community, are averse to the spread of Education, both from interest and prejudice.

On the recommendation of the Secretary, Purmandu Das has obtained the Head Teachership of the Talook School at Chutterpore, in the District of Ganjam.

Employment of past Students.

During the past year, the conduct of the Masters has been quite satisfactory, and the regularity and attention of the four Masters to their duties have been all the Committee could wish. This good report of the several Masters is applicable in a more special degree to the Head-Master, whose exertions and method of instruction, as exemplified in the First Class, are worthy of honorable mention in this Report; and the way in which he has grounded his Class in Zoology is most creditable to him.

The Library is in excellent order. Lately fifty-four volumes of interesting and useful works have been added to it. Owing to the want of books suited to the capacity of Students, the Library was not resorted to by the boys during the past Session; but the addition of the volumes above noticed will in future obviate this difficulty.

Library.

His Highness the Maharajah of Rewa, while on his pilgrimage to this place, visited the School, and was much pleased with the state in which he found it. As a token of his satisfaction, he placed Rupees 300 at the disposal of the Committee, to be expended by them in any way they think conducive to the interest of the School. This sum is deposited in the Collectorate, but the Committee intend to devote it for the erection of a new School-house, when a Subscription shall be raised for the purpose.

Donation.

The School is held in the old Vernacular School-house, which building is perfectly unfit to accommodate the number of boys now on the Rolls.

The School-house.

It is needless again to enter into details regarding this important subject in the Report, as it has fully been dwelt upon in the

Reports of previous years, and I have not the slightest hesitation in stating, that the present incapacity of the building to accommodate, with comfort or even with a due regard to the health of the boys and Masters, the present number on the Rolls, is a most serious drawback to the prosperity of this Institution, and one which I feel I cannot bring too strongly to the notice of the proper Authorities.\*

In a Report of this nature, it would not be amiss to notice the state of Education in this District. The Committee is aware, that Education in this Province is much behind that of Bengal, especially in the diffusion of Vernacular knowledge. The Committee has it in contemplation to establish a Vernacular School at Pooree, to be conducted according to the most approved system, and under their immediate superintendence. The want of efficient superintendence is the main cause of the languishing state of the Vernacular Schools that already exist in this Province.

\* A proposition on this point has been made by the Members in Committee, but they have not as yet addressed this Office on the subject.—E. L.

# SUMBULPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY.—BABU KOYLAS CHUNDER DUTT.

HEAD-MASTER.—BABU UGHORE CHUNDER MOOKERJEE.

The gentlemen composing the Local Committee of Public Instruction visited the School by rotation, each visiting the same four times a month; they have had their regular monthly meetings on the 15th of each month since January 1857, and have at all times evinced great zeal and interest in the furtherance of the objects of Government in the diffusion of knowledge, and in producing a desire in the people of this District, that they may avail themselves of the advantages so liberally bestowed on them.

To induce the parents to send their children to School, it has been decided at a Meeting held on the 15th January 1857—

*Present*: Captain R. T. Leigh, Senior Assistant Commissioner, and Babu Roop Sing Roy, Bahadoor, Moonsiff and Native Assistant.

That none but those educated should be employed in Offices under Government on a vacancy occurring here.

The following donations of Rupees 29  
*Donations.* have been made to the School:—

	Rs.	As.	P.
Captain R. T. Leigh, .. ..	10	0	0
Supervisor J. Rothwell.. ..	5	0	0
Casseenauth .. ..	1	0	3
Koylas Chunder Dutt .. ..	2	0	0
Roy Roop Sing, Bahadoor .. .	5	0	0
Bulram Putnaik .. ..	2	0	0

Balmukoond Putnaik	2	0	0
Treelochurn Swar	2	0	0
<hr/>			
Total, Company's Rupees	29	0	0

Regularity of attendance. The attendance of the boys throughout the year has been very fair.

Cleanliness of the boys and general conduct. The boys are generally clean and well conducted.

The Head-Master,\* Baboo Ughore Chunder Mookerjee, appears to be well qualified for his post, zealous in the discharge of his duties, and anxious for the improvement of the scholars. The other Masters are also attentive to their duties.

It is under consideration to erect another School-house† near the Cutcherry, when a certain sum has been raised by voluntary subscription. The present School is situated in the heart of the town, which makes it hot; it is besides not well adapted for the purpose.

The Committee beg to suggest that a small sum yearly (say Rupees 50) be granted for this purpose, as the distribution of a few Prizes, either in books or money, would doubtless tend to encourage the boys to exert themselves.

The only manner in which the Committee can judge of the estimation in which the native community regard the Institution is by the number of boys in the Rolls, their attendance being very fair, and their willingness to subscribe towards the new School Building.

John Stortt, Esquire, M. D., Civil Assistant Surgeon, 40th Regiment M. N. I., visited the School a few days before the Annual

\* This Master has been thrice recommended by the Local Committee for an increase of salary.—H. IV.

† Now necessary, as the School has been burnt down;—E. E.

Examination, and examined all the Classes. He reports as follows :—

"I have much pleasure to state that I visited the English Government School at Sumbulpore, and was highly pleased at the manner in which the pupils acquitted themselves. The Head-Master and his Assistants deserve great credit for the satisfactory manner in which they have instructed the boys."

The General Examination of the School  
Annual Examination. commenced on the 10th April and continued till the 13th.

The following are the names of the Examiners :—

Captain R. T. Leigh, Senior Assistant Commissioner ; James Rothwell, Esquire, Supervisor, Department Public Works ; F. Bond, Esquire, Civil Engineer ; Babu Koylas Chunder Dutt, Sub-Assistant Surgeon ; Babu Ughore Chunder Mookerjee, Head-Master ; Babu Roop Sing Roy, Bahadoor, Moonsiff and Native Assistant ; Babu Balmokoond Putnaik, Treasurer, Assistant Commissioner's Office.

Captain R. T. Leigh examined the Second Class in Literature, History, and Geography, and reports as follows :—

"I examined the only two boys in this Class in reading and explaining Poetry and Prose. In Poetry they read portions in Reader No. 1 and in Prose Reader No. 3. They read and pronounced well, but their explanation appeared to me as if they were repeating what they had learnt by rote ; it did not give me the idea of being spontaneous, or as conveying their own ideas in their own words of the meaning of what they had read ; however, I dare say, as they become better acquainted with the English language, their explanation will be more easy and free. I also examined the boys in the History of Bengal, Grammar, Geography, and Spelling. Mr. Rothwell undertook their Examination in Arithmetic, but at his request (as he was doubtful which of the two boys was the most proficient), I also gave them a few sums in Vulgar Fractions. On the whole, I think the boys acquitted themselves very creditably. Bissessur Putnaik being younger than the other boy (Gungadhur Swar) by four years, I think is entitled to the first Prize. I would also recommend Gungadhur Swar for a second Prize, as his acquirements are very creditable to him. I



think that the study of Poetry might be deferred until the boys acquire a better knowledge of English."

Mr. Rothwell conducted the **Mathematical Examination** of the Second Class. He reports as follows :—

"I examined the two boys in the Second Class in Arithmetic for three days, at an average of four hours per diem, from Notation up to the end of Vulgar Fractions, and found they are so nigh on a par with each other, that I cannot say which is the best; I therefore strongly recommend that they should both receive Prizes, but Bissessur should receive the best, I think, on account of his being so much younger than the other."

The Third Class was examined by Mr. F. Bond, Executive Officer, Cuttack and Numbulpore Road Division. He reports as follows :—

"This being my first introduction to this School, I could not take upon myself to say more than that, from all I have seen and heard regarding it, the progress seems satisfactory and creditable to those concerned.

"I think it, however, necessary to state my opinion, that the main object in view, in educating the pupils of such Normal Schools should be in making them thoroughly proficient in the elements alone of an English Education (excluding entirely Poetry and Scanning); leaving the few, whose means will allow, to attain the higher branches of study in those Institutions adapted for such.

"I observed the boys more advanced in writing have acquired a habit of writing a running hand before they are able to form their letters properly; this is a practice which ought carefully to be guarded against, as this is a part of their Education which is likely to prove most useful to the majority of them when they begin life."

The Fourth Class was examined in Reader, Grammar, and Geography by the Secretary and the Head-Master of the Institution. They report as follows :—

"This Class consists of nine boys, all of whom were present at the Examination; their average age is ten and a half years. The boys of this Class, like those of the other Classes of the Institution, were examined this year separately in the same questions. They passed a very fair Examination in their Reader, Grammar, and Geography; the only defect

was in the mis-pronunciation of certain words; to remedy this evil, special care should be taken by the Master of the Class, Babu Mahes Chunder Mookerjee. Two of the boys of this Class did equally well in the Examination and won each three-fourths of the highest attainable number. Both are therefore recommended for Prizes."

Captain R. T. Leigh examined this Class in their Spelling, Arithmetic, and English writing:—

The First Section of the Fifth Class consists of nine boys, all of whom were present at the Examination. Captain R. T. Leigh examined this Class.

Babus Ughore Chunder Mookerjee and Kyolas Chunder Dutt conducted the Examination of the Second and Third Sections of the Fifth Class, and report as follows:—

"The Second and Third Sections of the Fifth Class, consists of nine and fifteen boys, respectively, most of whom were present at the Examination; these acquitted themselves creditably.

Babus Koop Sing Roy Bahadoor and Balmokoond Putnaik conducted the Vernacular Examination of the School. They report as follows:—

Vernacular Department.

*Second Class.*—"The Examination of the boys of the Second Class was perfectly satisfactory; they answered all the questions put to them correctly; we consider both the boys of the Class equally deserving of a Prize."

*Third Class.*—"The boys passed a very fair Examination; we consider Sookdeb Mahaty, Binbadhur Sahnee, and Gopaul Dowrah deserving of reward."

*Fourth Class.*—"The boys of this Class passed very well—Sut-hadee Pahree, Puddochun Behra, and Jugnauth Mahaty deserve encouragement for answering all the questions put to them with considerable readiness."

*Fifth Class.*—"The Examination passed was very satisfactory. Rammohun Sing, Mudhoosodun Putnaik, Balkesor Putnaik, Unceerood Putnaik, Pursooram Burhee, and Rughoob Rujpoot did admirably well in the Examination, and should be encouraged."

## **PATNA HIGH SCHOOL.**

### **FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—MR. W. J. TWENTYMAN.**

**HEAD-MASTER—MR. W. J. TWENTYMAN.**

During the past Session, a first year's College Class was formed, comprising the seven successful Candidates of 1856 and Gungadhar Ghose, a Junior Scholar of 1855 ; of these Chatter Dharry Mathey, A. D'Souza, and J. L. Ollenback left the Institution during the Session ; D'Souza having joined the Railway Department and Chatter Dharry having been appointed by Mr. Tayler, the Commissioner of Patna, as a Writer in his Office, on a salary of Rupees 25 a month.

In November last, at the recommendation of the Inspector of Schools and the Director of Public Instruction, the Government was pleased to sanction an allowance of Rupees 200 a month for another Master of higher qualifications than ordinarily obtains in Zillah Schools, and Mr. C. Brownlow, Fourth Master of the Berhampore College, received the appointment : he has not as yet, however, been able to join it on account of severe sickness.

For the instruction of the children of the Bengali inhabitants of this City, the appointment of a Bengali Pandit, on a salary of Rupees 15, was sanctioned.

In the early part of the past Session, Babu Govind Chunder Bose was appointed to the vacant Fifth Mastership, and Babu Junneyoy Doss to the Sixth Mastership of this School. On the recommendation of the Local Committee, the Schooling Fees were modified during the past Session, in order to meet the peculiar circumstances of the locality. The fee for the College Classes has been fixed at Rupees 2, while that for the lower Classes of the School Department, from the Fourth inclusive, has been reduced to eight annas a month.

## PATNA HIGH SCHOOL

No donations for Prizes have been received, but the balance of Rupees 73 from the donations of previous years remains unexpended.

The Entrance and Junior Scholarship Written Examinations were superintended by the following gentlemen :—Mr. Farquharson, Mr. Woodcock, Mr. Lewis, Syud Looft Ali Khan, and Moulvie Ahmed Oollah; and the *visà voce* Examination was undertaken by Mr. Tayler, Moulvie Mahommed Hanif, and Moulvie Syud Sikahyat Hossain.

The Examination in Literature, History, and Mathematics of the College Class was conducted by Mr. H. S. Harrison, the Inspector of Schools, and the Urdu and Bengali Examinations by Moulvie Syud Sikhayat Hossain and Pundit Potamber Turkobagish.

The Students of the First Class of the School Department Passed the Junior Scholarship Examination.

The Second and Third Classes were examined in Mathematics by the Inspector of Schools, and in other subjects by Mr. Tayler, Mr. Farquharson, Dr. Dicken, and Major Nation on the 17th April.

The Fourth Class was examined by Messrs. Tayler, Farquharson, Woodcock, and Lewis, Dr. Dicken, Major Nation, and Syud Looft Ali Khan, on the 16th April.

The Fifth, Sixth, Seventh, and Eighth Classes were examined by Messrs. Farquharson, Woodcock, and Lewis, Dr. Dicken, Major Nation, and Moulvie Ahmudoollah, on the 15th of April.

*First year's College Class.*—Five pupils; average age 17 years. Teacher, Mr. W. J. Twentyman, the Head-Master.

The Inspector of Schools reports as follows :—

“ In the College Class the result is tolerably satisfactory, particularly in Literature. I take into consideration the fact, that the subjects have this year been taught for the first time in this School, and therefore consider that much better results, especially in Mathematics, will follow from an equal amount of labour in succeeding years, when experience will have pointed out the changes which are necessary in the system of instruction. One of the most obvious is the practice of

frequent examination by written papers, for the lads are evidently not accustomed to study a question, in order to give neither more nor less than the required answer. Their answers in Literature having been up to the average, and the next year's Mathematical Course being elementary, I recommend their reading the advanced subjects in preference to remaining in those they have read this last Session.

"I am not aware whether the Scholarships of the boys in the College Class are in any way dependent on the past Examination; if they are, my recommendation is they may be retained."

*First Class, School Department.*—Seven pupils; average age 17 years. Teacher, Mr. T. P. Manuel.

"Three pupils of this Class were also candidates at the Entrance Examination of the Calcutta University; two of them have been successful, Ram Lall Mishr being placed in the First Division and Kalee Pershaud on the Second."

*Second Class.*—Nine pupils; average age 17 years. Teacher, Mr. T. P. Manuel.

"Progress in Literature, History, and Geography, generally satisfactory; the boys, however, seem to have much difficulty in expressing their ideas with precision and accuracy in English, and the Master's attention ought to be especially directed to their improvement on this point, as well as to their pronunciation. Judonath stands first and Monohur Doss second in point of merit."

With regard to the Mathematics of the Class, Mr. Harrison reports as follows:—"Seven out of nine present. Eight questions in Arithmetic and Algebra. Ram Madhub Dutt answered correctly three of these, Monohur Doss two, Gangabishun one: the other four failed to solve any. In Euclid Ram Madhub repeated one Proposition, but failed in a Second; the others all failed."

*Third Class.*—Thirteen pupils; average age 16 years. Teacher, Mr. R. Fraser.

"Reading and Literature pretty good; History pretty good as to facts; but the Students are loose in their explanations and mode of expressing them. Spelling and Grammar bad, Geography not so good as it ought to be, and great deficiency in Map-drawing. W. Bull stands first and Khoda Bux second."

Mr. Harrison, the Mathematical Examiner, reports as follows:—"Nine out of thirteen present. Six questions in Arithmetic and Algebra.

Juggahar Sing and Lolljee answered correctly two, the other seven did all wrong. In Euclid (Book I.) Juggahar Sing and Lolljee repeated one Proposition correctly. W. Hall did one of six easy deductions; the other six failed entirely.

Mr. Harrison, while forwarding the result of the Examinations of the Second and Third Classes of the School Department, remarks that it is so indifferent, and in his idea so clearly not arising from incapacity on the part of the pupils, that if it recurs this year, now that each Master has the undivided care of a Class, he will feel it his duty to bring it to the notice of the Director of Public Instruction, in order to subject the Master to the Teachership Examination; but he hopes such an extreme step may not be needed: he adds that the result is equally bad in the two Classes.

*Fourth and Fifth Classes.*—Eighteen pupils in each; average age 16 and 15 years. Teacher, Babu Gobind Chunder Bose.

"Excepting in Geography and Arithmetic, the Fourth Class passed a satisfactory examination: Kadarnath Chatterjee, Prize-boy.

"The boys of the Fifth Class are generally backward. Out of the sixteen examined, three only—Shardu Dutt, Sheopershaud, and Govind Lall—show creditable progress. Shardu Dutt is entitled to the first and Sheopershaud to the second Prize."

*Sixth and Seventh Classes.*—Nineteen and fourteen pupils; average ages 15 and 14 years. Teacher, Babu Junneyoy Doss.

"With the exception of Radhika Pershaud Banerjee, Gunga Bishun, and Nankoo Lall, who are all of them upwards of 16 years of age, the English Reading, Spelling, Grammar, and Arithmetic of the Sixth Class are very discreditable to the Teacher. The whole Class, it seems, is backward in Arithmetic; Radhika Pershaud is the only one of all the boys able to do a Long Division Sum.

"No Prizes are recommended for this Class, as none of the Students of about the average age are deserving of them.

"The Seventh Class for the most part passed a very fair examination in English Reading, Explanation, Spelling, and Arithmetic. Sohnu Lall and Nawab Amear Hossain, however, were found to be extremely backward. Munji Beharree, Bundee Lall, and Muckun Lall, all passed creditable examinations, but are too old to be allowed to compete for the Prize with the younger boys, who form the bulk of the Class. The Committee award the Prize to Baur Narain, who appears to be the best of an average age."

*Eighth Class, Sections A and B.*—Seventeen and fifteen pupils, average ages 12 and 10 years. Teacher, Moulvie Ali Ashgus.

"Section A. is very fairly advanced in Reading and Spelling, and in Arithmetic as far as Simple Addition. Syud Ameer Ally decidedly deserves the Prize.

"Section B. was examined in simple spelling lessons, and passed pretty fairly."

The Persian and Urdu Department was examined by Mr. Farquharson, Mr. Woodcock, Major Nation, Moulvie Mahomed Hanif, Syud Ismael Ali Khan, and Moulvie Ahmadullah, on the 18th April, and the Examination of the Bengali and Hindia Departments was conducted by Fundit Petamber Turkobagish on the 18th and 20th of April.

*Persian Department.*—*The Translation Secundernamah and Bostan Classes*—Teacher, Moonshur Vazir Ali.

"The Translation Class, containing five Students, has done remarkably well, translating readily and very accurately, Persian into Urdu, and Urdu into Persian, from dictation. They have acquitted themselves so well, that it is difficult to assign the Prize to any one *par excellence*. Durahun Lall, however, is perhaps a trifle better than the others, and to him the Committee adjudge the Prize.

"The Secundernamah Class, thirteen pupils, read fairly and fluently; they also did pretty well in translating from Urdu into Persian; but should be more practised in ready *vice versa* conversion of sentences from one language into the other alternately. They all write well and correctly from dictation. On the whole, the Class is creditable to the Teacher. Khoda Bux Khan deserves the Prize. Syed Kazeem Hossain is also well advanced.

"The writing of the Bostan Class was remarkably good. The Reading very good in known parts, but very defective in new and previously unconstructed portions of the book."

*Goolistan and Goolshan-i-Sibyan Classes.*—Teacher, Hakeem Ahmad Hossain.

"Of the Goolistan Class, composed of three Students, only one, Nawab Ally Kuli Khan, presented himself for examination, and as it was found, that he could not write Persian, the Committee did not think him deserving of a Prize.

"In the Goolshan-i-Sibyan Class, composed of thirteen pupils, four or five boys are well advanced in Reading, Grammar, and Writing, but the

rest of the Class were very backward. Diamond Library Pershad, Prize-boy."

*Hydiat-al-Sibyan and Haraf Tahage Classes.*—Teacher, Moulvie Abdulillah.

"The Hydiat-al-Sibyan Class read pretty well, but are very backward in writing, with the exception of Beer Narain and W. Bull; Beer Narain, Prize-boy.

"The boys of the Haraf Tahage Class are merely beginners, reading monosyllables."

The Bengali Department passed a fair examination; Kedarunath Chatterjee deserves a Prize: of the Hindoo Department, the Examiner speaks very unfavorably.

The Library is in good order and the School-house has been partially repaired by the landlady during the past Session.



## PATNA BRANCH SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. W. J. TWENTYMAN.

HEAD-MASTER—BABU CALLY PROSUNNO CHATTERJEE.

During the past Session the Local Committee found it necessary on several occasions to express their disapprobation of the way in which Mr. Fox, the Head-Master, conducted his duties, and on Mr. Fox's own admission, that he was not equal to the separate and independent charge of a School, the Director of Public Instruction transferred him to the Fifth Mastership of the Berhampore College, and appointed Babu Cally Prosunno Chatterjee, the Second English Teacher of the Sanscrit College, in his place. The new Head-Master took charge on the 18th of March.

The English Department was examined by Messrs. Tayler, Farquharson, Woodcock, and Lewis, Dr. Dicken, Major Nation, and Syud Looft Ali Khan, on the 18th April. Their remarks are subjoined :—

*First Class.*—Three pupils; average age 16 years. Teacher, Mr. H. C. Fox, the Head-Master.

"As the students of the Class absented themselves at the Examination, they are to lose all chance of Prizes."

*Second Class.*—Seven pupils; average age 16 years. Teacher, Mr. H. C. Fox, the Head-Master.

"The state of the Class is satisfactory, as even the boys holding a low place in the Class seem to possess more than ordinary knowledge of the subjects in which they were examined. Wazeer Khan and Hadi Ali, Prize-boys."

*Third Class.*—Fourteen pupils; average age 13 years. Teacher, Babu Bukhtawur Sing.

"The general progress of this Class is satisfactory, the Prize-boys are Shai Sahai Lali and Babu Sing."

**Fourth Class.**—Thirteen pupils; average age 14 years. Teacher, Babu Buktawur Sing.

"The lads are well up in their lessons as far as they have been taught; but there appears to be a deficiency in understanding the meanings of passages. Lateefut Hossain, a young man 23 years of age, should be struck off the Rolls. Kishun Sahay is the Prize-boy."

**Fifth Class.**—Sixteen pupils; average age 12 years. Teacher, Mr. G. Wright.

"This Class passed a pretty good examination in simple spelling. Meer Synd Jan, a young man, 22 years of age, should be struck off the Rolls; he is much too old to commence his A. B. C. Khaja Reheeta Jan, Prize-boy."

The Examination of the Persian Classes was undertaken by Moulvie Mahommed Hanif, Syed Looft Ali Khan, and Moulvie Ahmed Qallah, who remark:—

"The Persian Classes on the whole passed a very fair examination, but the Committee's Course of study has not been strictly adhered to. For writing and translation Kashee Pershaud was found deserving of a Prize; and for translation from Urdu into Persian Hadi Ali Khan and Gopeenath are recommended for Prizes."

The Library does not contain many books; the few there are, however, are in good preservation.

The School-house was repaired during the course of the past year, and the expense for the same was defrayed from the Subscription Building Fund deposited in the Putna Collectorate.

## GYA SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—J. B. ALLEN, Esq.

HEAD-MASTER—PUNDIT BALMOKUND.

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The Committee met as often as occasion called for them, and they have been pretty regular in visiting the School in their respective months by rotation. The Director of Public Instruction and the Inspector of Schools in Behar visited this School in February and April last respectively.

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The number of boys borne on the Rolls on the 30th April 1856

Resigned and left the Station ...	15	amounted to 196 ; number of boys
Got Government money ...	2	admitted during the year 69 ;
Struck off for default of payment		withdrawn 57, from various
of Schooling Fee ...	53	causes as noted in the margin ;
Struck off for irregular attendance and misconduct ...	7	leaving 208 on the Rolls on the
Total ...	57	30th April 1857, showing an in-

crease of 12 boys. The daily average attendance during the year stands 168.18.

The Annual Examination of this School commenced on the 13th, and continued with little interruption up to the 25th of April. The result of the Examination on the whole was most satisfactory, as will appear from the remarks passed by the several Members of the Committee, &c., who so kindly undertook the task.

*First Class.*—Six pupils ; average age 16 years ; five present, one sick. Examined by Messrs. T. C. Trotter and S. H. C. Tayler, who remark thus:—"There is no doubt as to whom the Prize should be given in this Class. Ram Sahay has shown himself to be a great deal better than the others in almost every subject. The three next boys are nearly equal : the last in our opinion is unfit for the First Class ; he should be put into

*the Second.* The Head-Master's capabilities, tenor, and good character are too well known to demand any comment from us.

*Second Class.*—Eleven pupils; average age 15 years; all present. Examined by Mr. Tayler, whose remarks on the state of the Class are as follows:—"Jai Gopal Sing is without exception much superior to his opponents. His industry and zeal are remarkable, and should he continue as he has begun, will undoubtedly one day get to the top of the tree. He is very quick, which, backed by energy, must lead to success. This Class has had evidently no pains spared it by the Master."

*Third Class.*—Eleven pupils; average age 14; all present. Examined by Mr. Tayler, who observes thus:—"The first and second boys have both exhibited a great deal of knowledge in the several subjects in which they have been examined. The first, Jeet Lal, is undoubtedly the best, but I would recommend that both get Prizes. Uday Ram, in the majority of instances, is but one mark inferior to the head boy, and in cases, too, where the knowledge and general capacity of the boys are best tested. The boys have, however, been taught well."

*Fourth Class.*—Twenty-two boys; average age 12 years; twenty-one present, one sick. Examined by Dr. J. B. Allen, whose remarks are as follows:—"I have much pleasure in reporting most favorably of the Examination of this Class. Bodhisain Sing is the first boy for a Prize, having obtained the highest number of marks, but in justice I must remark that Kashee Nauth has made the greatest proficiency, but unfortunately is a little behind hand in Arithmetic; indeed, of all the subjects, it is the only one in which the Class at all fails in bringing the highest credit upon its Masters; I would strongly recommend a little more attention being paid to this branch of their studies by the boys themselves during their leisure hours."

*Fifth Class.*—Eighteen pupils; average age 12 years; sixteen present, one sick and one on leave. Examined by Mr. T. C. Trotter, who observes thus:—"I assisted with Messrs. Tayler and Allen in the Examination of this Class, and was well pleased with the knowledge displayed by the first four boys; but of these one stood out above and gives promise of considerable excellence—I refer to Kukil Chand, he is young, reported to be very diligent and painstaking; and certainly for one so young, nothing could be more encouraging than the manner in which he passed. His pronunciation was good, as good, if not better, than any boys in the First Class. His method of

explanation and knowledge of Grammar creditable, and his Dissertation Paper was quite perfect. To him I would adjudge a good Prize."

*Sixth Class, 1st Division.*—Twenty-one boys; average age 10 years; twenty present, one on leave. Examined by Dr. Allen, whose remarks are as follows:—"Rajkrishno-Choudharies is undoubtedly the best boy in his Class, and is therefore deserving the Prize. Ram Bux Lall is only two marks below him, but as they entered the School in the same year, I should like to have seen a little more vying between the two boys for the honor of seniority."

*Sixth Class, 2nd Division.*—Eighteen boys; seventeen present, one absent. Examined by Mr. S. H. C. Tayler, who remarks thus:—"Although by the marks given it might be presumed that several boys showed themselves to be equal in the subjects taught, such in my opinion is not the case with those herein concerned. In Classes where a number of subjects differing from each other are taught, the capabilities and quickness of each boy are easily discerned. This is not, however, the case where only one or two branches are taught; and this Class is one of the most difficult of all to assign marks to. The lower ones get more and more difficult until really it comes to a point in which the natural knowledge of the boy, his regular attendance, industry, and good behaviour during the year tell the most; and by these alone can the Prize-man be selected—at least such is what I have gathered from the manner in which these Examinations are carried on. With regard to the Prize-man in this Class, I would mention that, although only three marks in advance of the second one, he certainly showed himself to be much superior to the rest. His reading was more accurate, and though not more correct in his way of explaining phrases, he did with greater ease than the rest; his writing was alone inferior to some below him; that being however more a mechanical than intellectual department, should not be weighed against him. I consider that he is fairly entitled to the prize. I would also mention as due to all the Boys and the Teacher, that their reading and spelling on the whole were very creditable, the latter especially. The Teacher of this Class is also deserving of great credit in his zeal for the boys."

*Sixth Class, 3rd Division.*—Thirteen boys; eleven present, two sick. Examined by Mr. Tayler, who observes thus:—"This Class, as I was informed by the Head-Master, was once degraded to its present Division, or rather a separate Division was formed for this Class. It is by

for the month of all; the boys were careless and regardless of the consequences of idleness; not one boy got a full mark; and under such circumstances, I cannot recommend any Prize. The fault can in no way be laid to the Teacher, for he has shown what he can do by the way the remainder of the form have been taught—no, the boys are either unwilling or careless, or perhaps both.

*Seventh Class, 1st Division.*—Twenty boys; average age 9 years; eighteen present, two absent. Examined by Mr. S. H. C. Tayler, whose remarks are as follows:—"Ally Jan is the Prize-man. His subjects were best known. In fact he made no errors of any kind. The Class appears a very good one and gave great satisfaction."

*Seventh Class, 2nd and 3rd Divisions.*—Twenty-three pupils; nineteen present, three sick, and one on leave. Examined by Mr. S. H. C. Tayler, who observes thus:—"Dusrut Lall and Harruck Navain are both deserving of Prizes. In the aggregate they are equal, and the reason for my placing Dusrut Lall first is, that he has been the head in the Class during the last Quarter. The Spelling was, on the whole, remarkably good, as also the pronunciation; indeed, I have found, as a general rule, that the younger the boy, the better he has been able to articulate. The Class reflects great credit on its Teacher."

*Seventh Class, 4th Division, 1st Section.*—Eleven boys; ten present, one sick. Examined by Mr. Tayler, whose remarks are as follows:—"The whole Class has displayed itself greatly in the Spelling department. I can conscientiously say that hardly a single mistake was made by any one. The first three boys are all deserving of Prizes."

*Seventh Class, 4th Division, 2nd and 3rd Sections.*—Fourteen boys; thirteen present, one sick. Examined by Mr. Tayler, who observes thus:—"The first and second boys are the ones I would select as Prize-men. This Class, like the former is a very good one and well up in all its studies. The Teacher appears to have taken considerable pains with it, and not without good results."

*Seventh Class, 4th Division, 4th Section.*—Seventeen boys; twelve present, three sick, and two on leave. Examined by Mr. W. Butler, who observes thus:—"There was, if I remember right, great equality between the first and second boys. I think that if one is entitled to a Prize, the other is also. The Class in general did very fairly, but the range was too limited for much distinction to be shown between individual boys."

*Seventh Class, 4th Division, 5th Section.*—Twelve boys; eight present, one sick, one on leave, and two absent. Examined by Mr. W. Butler, whose remarks are as follows:—"Nowabjan, I think, deserves a Prize more than any one else."

The first four Urdu Classes, taught by Moulvée Ally Kabeer, the Head Urdu Teacher, were examined by Pandit Ram Narain Sahab Bahadoor, the Deputy Collector, who finds fault with the boys in general in their Urdu Grammar, and draws the attention of both the Master and boys to that subject.

The next four Urdu Classes, taught by Moulvée Kamar Ally, were examined by Moulvée Nazir Uddeen Ehmud Khan Sahab Bahadoor, who expresses his general satisfaction with the manner in which the boys acquitted themselves in several parts of their study; but observes that some easy Urdu Grammar should be introduced in these Junior Classes.

At a Meeting of the Local Committee on the 15th January last, a Minute was passed, subject to the sanction of the Director of Public Instruction, that two new Urdu Teachers should be entertained, as it is quite impossible for only two Teachers, as at present entertained, to do justice to so large a number of boys as form each Class.

The necessity of a new Building to accommodate so large a number of boys has been already reported on. The matter is before the Director General. There are ample funds, eight thousand Rupees having been made over by the Committee of the Public Library, provided Government will give five thousand Rupees, which, it is to be hoped, they will do.

The flourishing state of this School is well known all over Behar. The good discipline and general character and address of the boys are undoubtedly derived from the high estimation in which the Head-Master is held, as well as the tone and effect he gives to the whole working of the system, through the other Masters. The Natives all show a great desire to send their sons to the School. There are thirty-five Mussulman boys.

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*Statement of the Professions and Occupations of the Parents and Guardians of the Gya School Students on the 30th April 1857.*

Judicial Officer .. .. .	4
Vakeel .. .. .	16
Police Officer .. .. .	1
Overseer in the Department of Public Works .. .. .	1
Christian .. .. .	2
Teacher .. .. .	2
English Writer .. .. .	5
Umlah .. .. .	30
Mokhtar .. .. .	40
Mohurrir or Persian Writer .. .. .	10
Amoen .. .. .	2
Duffadar .. .. .	3
Zilladar .. .. .	2
Stamp-seller .. .. .	2
Invalid Pensioner .. .. .	1
Nujeeb .. .. .	2
Burkundaz .. .. .	2
Chuprasee .. .. .	4
Pundit .. .. .	3
Gyawal .. .. .	1
Zemindars .. .. .	20
Banker .. .. .	1
Merchant or Shop-keeper .. .. .	14
Agriculture .. .. .	8
Tehseeldar .. .. .	1
Motsuddy .. .. .	10
Broker .. .. .	1
Physician .. .. .	1
Putwary .. .. .	1
Servants .. .. .	7
Labourers .. .. .	2

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Total .. .. . 208

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## **MONGHYR SCHOOL.**

### **FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY--W. T. TUCKER, Esq.**

**HEAD-MASTER--MR. W. N. MCNAIR.**

The Secretary to the Local Committee, in forwarding the Examination Report of the School, submits the following remarks:—

It is generally allowed that the time of the Head-Master ought to be devoted in a great measure to the supervision of his subordinates. No Class ought to be thrown so entirely on his hands as to usurp his whole attendance. With this view the Second-Master should always be competent to take charge of any Class; but in this School the Second-Master has not sufficient education. The consequence is that the charge of the First Class being thrown entirely on the Head-Master, he has not time to devote to the general superintendence, and the Second and Third Classes do not progress. When the new School-house is open, and the attendance of the pupils has, as may confidently be expected, largely increased, the inefficiency of these two Masters will be a most serious hindrance to the advancement of the boys, and cause great additional labor to the Head-Master.

It is difficult to calculate truly the progress of an Institution so lately established. Much disappointment is caused by the withdrawal of Scholars through their parents or friends when they (the boys) have acquired merely the rudiments. The Scholars are generally children, and there are none capable of trying for a Scholarship; so that the School remains unknown. It has no fame to draw to it the affection of its followers, consequently the more advanced pupils leave it to join the Bhaugulpore or Patna School, while, as I have above stated, there is a constant leak in the lower Classes from the boys being withdrawn before they have got beyond the mere rudiments.

Notwithstanding this, we find that this School has obtained apparently a firm foundation. Throughout the cold weather most of the Members of the Committee have been in the Mofussil, and their visits to the School have been, like angels' visits, few and far between. Yet the attendance of the boys has continued satisfactory, and though the Second and Third Classes distinctly show the incompetence of their Masters to give any instruction beyond the mere mechanical branches of reading and writing; yet these Classes are well advanced in the practical part of their Studies; they can read, though they do not understand; they can translate, though it is by rote. Their memory—their skill is taxed, though the mind is neglected.

The Head School-master has given the Committee much satisfaction, and if properly supported, would be able to bring the whole School into a very satisfactory condition.

#### ANNUAL EXAMINATION REPORT OF THE MONGHYR GOVERNMENT SCHOOL FOR 1856-57.

The Annual Examination of the Pupils of the Government School at this Station was held on the 7th and 8th April 1857, at the Circuit House, in consequence of want of sufficient room in the present hired School-house. The Examination was conducted principally by Mr. Bean and the Secretary, the official duties of Dr. Duka and the Principal Sudder Ameem not allowing them time to take an active part in the same.

The First Class (registered as the III. of Junior Department,) under the Head-Master, consists of twenty-two boys, and is divided into three Sections, the last of which is composed entirely of Christian boys. Ages varying from five to seventeen years. The marks allotted to each of the pupils in this and the junior Classes show the extent of their progress (as compared with each other in their own Sections) in the different branches of study in which they were examined. Twenty-one boys of this Class were present at the Examination.

The Second Class (registered as IV. of Junior Department) has sixteen boys on its list, exclusively under charge of the Second Master, of whom fifteen were present. Ages 11 to 16 years.

The Third Class (registered as V. of Junior Department) consists of fifty boys, present forty-six. Ages varying from 5 to 21 years. It is

divided into three Sections, two of which were examined by Messrs. Bean and Tucker, and the lowest by the Head-Master.

The number of pupils on the Register is about the same as last year, but the average attendance is much better. The same drawbacks to a large increase of the attendance as existed last year, viz. confined space and the bad position of the present School-house, still exert an unfavorable influence. It is expected that the new School-house will be ready for the reception of the pupils in the course of the ensuing cold weather.

The present hired School-house is in good repair, having been thoroughly white-washed during the last Dusserah vacation.

**INAUGULPORE SCHOOL.**  
**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—BABU DWARKANATH CHATTERJEE.**

**HEAD-MASTER—BABU GOOROO CHURN MITTER.**

During the year under report the Members of the Local  
Local Committee. Committee met ten times in the School

Hall for the transaction of the ordinary  
business of the Institution, and on all other occasions recorded  
written Minutes on subjects circulated for their consideration  
or order. The duties connected with the general superintend-  
ence of the School were performed by the Secretary and Visit-  
ors selected in rotation from among the Members. Their  
remarks on days of visits were entered in Visitors' Books and  
were every three months forwarded for submission to the  
Director of Public Instruction.

There has been a gradual increase in the tuition fees of  
this School during the last three years.  
Schooling Fees.

The amount collected under this head  
during the year under report was Rupees 1,508, being Rupees  
363-5-0 more than that realized during the last year, and Rupees  
727 more than that obtained during 1854-55. This augmenta-  
tion in local receipts during the past year was partly owing to  
the increase of the Schooling Fees of the boys of the Third Class  
from eight annas to one Rupee monthly, and partly to increase in  
the numerical strength of the pupils.

The number of boys studying in this School continues nearly  
the same as last year. There were 176  
Number of Pupils. names on the Rolls at the end of the last

official year; of these 155 were Hindus, 18 Mussulmans, and 3 Christians. Of the Hindus again, there were sixty-four from Bengal and ninety-one from Behar. Considering the population of the town of Bhaugulpore, which, by a Census taken about the beginning of January 1857 was estimated to be 52,242, the proportion of boys studying in this School appears to be too small, being not even 1 per cent.; and making every allowance for the other Educational Establishments of the Town, the number of boys who ought to be at School does not come even to one-sixteenth part of the proportion allowed in England. The number of houses in the Town is recorded to be 7,326, so that about two boys only from every hundred houses attend the Government School. The proportion of Mussulman to the Hindu population of the District has been put down as one of the former to three of the latter, but the number of Mussulman students in the School is far below this ratio. Instead of being  $33\frac{1}{3}$ , it is only a little above 11 per cent. With reference to the Hindu pupils, the proportion is much in favor of the Bengalis. There are no statistical data to show the relative amount of population of the two classes, but the fact is evident that in a Behar School, there are, in every hundred boys, forty Bengalis and sixty Beharces. It must, however, be granted that the desire for English knowledge is gradually becoming general, and that this School is rising daily in popular estimation.

The marginal statement exhibits the classes of society that

Judl. Officers, (Christians)	3
Pleaders	1
Mooktees	15
Writers	22
Amlahs	54
Other Govt. Officials	3
Zemindars	21
Bankers	5

Commissaries, &c.	5
Industries	24
Prison	9
Physicians	7
Teachers	1
Servants	2

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form the strength of our School, and the fact that the sons of people connected with public Offices and Courts form a large proportion of them.

There has been a marked improvement in the attendance of the pupils since the date of the last Report. Out of a daily average strength of 173½ boys, the average daily attendance was 150, with fractional parts, that is, in the proportion of about 86 per cent. The number of admissions during the year was fifty, and that of withdrawal and dismissal forty-nine, so that there has been little or no accession of boys during the period. Twenty-seven boys have entitled themselves to Prizes for regular attendance; of this number, seven were not absent a single day throughout the whole year, seven missed only one day, five two days, and eight three days. Eighteen boys were absent more than fifty days throughout the year.

Five Students of the First Class competed for Junior Scholarships, and the following Members of the Local Committee superintended their written exercises on the days specified:—

Date.	Subjects.	By whom superintended.
Sunday, 4th April	.. Zoology and Modern History	.. Babu Dwarkanath Chatterjee.
Monday, 5th "	.. English	.. Babu Dwarkanath Chatterjee.
Tuesday, 7th "	.. Other Languages	.. Babu Girdharry Lall.
Wednesday, 8th "	.. Oral Examination.	Mr. Sandys, Mr. McDonald, and Babus Girdharry Lall and Dwarkanath Chatterjee.
Thursday, 9th "	.. Geography	.. Mr. McDonald.
Monday, 13th "	.. Mathematics and Natural Philosophy.	Mr. Sandys.

The result was highly satisfactory, for out of five candidates, four obtained the allotted number of marks, as the accompanying Tabular Statement will show :—

Names of Candidates.	Total number of marks obtained.	REMARKS.
Gobind Lal Sircar	302	Obtained a Presidency College Exhibition of Rupees 10 for two year.
Dino Nanth Banerjee	301	A Junior Scholarship of 8 Rupees in Hooghly College.
Mohindro Nanth Gangochy	263	Ditto ditto ditto.
Gopaul Lal Mitter	258	A Junior Scholarship Certificate.
Muthoornauth Ghose	231	Failed.

The Annual General Examination of the School was conducted by the Members of the Local Committee, viz. Melville Sandys, a Junior Civilian, and the Sub-Inspector of the District. It commenced on the 25th of April and ended about the 5th of May.

*First Class.*—The remaining ten boys of the First Class were examined in General History, Goold's Essays, Poetry, Geography, Grammar, Mathematics, and Zoology, by Mr. W. Ainslie. They were under the tuition of the Head-Master, Babu Ghoras Churn Mitter, and their average age was stated to be 14 years.

The Examiner remarked :—

"The boys in this Class appear to have been well taught. The failure in Geometry was complete, but in the other subjects, excepting Zoology, which was indifferent, the result of the Examination was very satisfactory. Atmundeel Lal Bose was decidedly the best in the Class in all subjects."

The *Second Class*, consisting of twenty-seven boys, of the average age of 12½ years, and under the tuition of Babu Chunder Mohun Banerjee, was examined by Mr. Ainslie in Prosa Reader No. IV., Poetical Reader No. I., History of Bengal, Grammar, Geography, and Vulgar Fractions. He said :—

"I examined the Class in all subjects, except History. They were generally well taught and intelligent. The last ten are however by no

means equal to the rest. Their reading was correct and pronunciation fair; the explanation of the Poetry by the greater part of the Class was very satisfactory, and showed that considerable pains have been bestowed on the teaching. Gaddadhar Khan (No. 5) appeared to me to be the best in the Class, though the difference between him and the others was not very apparent in such a brief Examination. All the first nine boys are well taught and were pretty equal in their answers.

*Third Class*, taught by Babu Parbatty Churn Mookerjee, consisted of thirty-three boys of an average age of 11½ years. Thirty-one of these were present, and were examined in Prose Reader No. III., Grammar, Geography, and Arithmetic by Mr. Melville Sandys and Babu Dwarkanath Chatterjee. The Examiners remarked:—

"We examined this Class in Reading, explaining what they had read, Grammar, Geography, and Arithmetic. Some of the boys at the head of the Class acquitted themselves very creditably, but the majority failed in almost all the subjects. There has, however, been a marked improvement in the acquirements of these boys since the last Examination. There appeared to us a great difference between the first twelve or fifteen boys and those at the bottom, and we should think it by all means desirable that this Class be divided into two."

*Fourth Class*.—There were twenty-six boys on the Register of the Class, and every one of them was present on the day of the Examination. Their average age was reported to be 8½ years; and they were under the tuition of Babu Omes Chunder Sen. They were examined on the 25th and 27th April in Reading, Explanation, Geography, Grammar, and Arithmetic by Babu Dwarkanath Chatterjee, who reported:—

"There was a decided improvement in the progress of this Class. Their pronunciation was better than last year, and explanations idiomatically correct. Considering the short time—a month and few days—they have commenced with Grammar and Geography, the result of the Examination in those two subjects reflected great credit on themselves and on their Teacher."

*Fifth Class*, consisted of twenty-six boys, of an average age of 9½ years. They were under the tuition of Babu Brojonath Sircar, and the subjects of their study during the year were Reader No. I., Explanation, and Arithmetic. Mr. M. Sandys and Babu Dwarkanath Chatterjee examined them, and reported:—

"The first few boys of the Class read and explained their lessons with proper pronunciation and correctness, worked sums with quickness, &c.



answered questions on Mental Arithmetic with readiness; but those at the end of the Class seemed to have forgot what they read, and showed complete ignorance of even the Multiplication Table."

They, however, expressed satisfaction and recommended five boys for Prizes.

*Sixth Class* consists of a number of Divisions, in all fifty boys, of an average age of 8½ years. Having no special Teacher, they are taught alternately by all the Masters of the School. The Secretary examined them, the first Section, in Reader No. 1, Explanation, and Arithmetic; the second Division in Spelling and the third in "words of three or four letters." Considering their tender age, and the short time they have been in School, the Examination was satisfactory.

*Vernacular Examination.* The Sub-Inspector of the District examined the different Classes in Persian and Urdu, and the following is a translation of his Report on the result of the Examination:—

"I examined agreeably to your request the boys of the School in Urdu and Persian as far as is contained in the books they have read. The accompanying list will show the manner in which the First Class boys passed the Examination. The acquirements of the boys of the Second Class in Persian was not satisfactory, and their Reading and Grammar were deficient. The Third, Fourth, Fifth, and Sixth Classes read Readers, Spelling, and words of two or three letters in Urdu. They did not appear to have paid much attention to it."

The Examiner considered Chuckerdhar Pershad as the best in the School, and to him the Ranees Khanna Secondary Medal for proficiency in Vernacular Language and Literature was awarded.

The Committee lay to rest with sentiments of the liveliest satisfaction the donation of two Silver Medals. Medals to the School by two Zemindars of the District, Ranees Khanna Secondary of Ambur and Ranees Jankycoomary of Sahranabad. Special Examinations were held under the superintendence of Mr. F. Sandys and the Sub-Inspector of the District, to decide upon the merits of the several candidates competing for the two Prizes. The one awarded by Ranees Jankycoomary was won by Dinonauth Banerjee, a Scholarship-holder of the season as the best writer of an Essay on a given subject, and the other presented by Ranees Khanna

## BHAUGULPORE SCHOOL.

Sanadary, was given to Chuckerbhar Periaid, a pupil of the First Class, for proficiency in Urdu Language and Literature.

The School continues to be held in a hired Bungalow, and a monthly rent of Rupees 50 is paid for it.

### School Building.

Its situation is convenient, being close to the Public Office, so as to be accessible to the Members at all times of the day, and not far from the native quarter of the Town. But it is neither in good repair, nor are the accommodations sufficient for the increasing demands of the School. A native gentleman of the District, Babu Mohendro Narain, Zamindar of Ghidhere, has made a liberal donation of Rupees 10,000 for the building of a School, Library, and Museum House, and the Committee for the management of the Bhagulpore Public Library have promised to add to it Rupees 2,500. The expediency or otherwise of building a School-house at so enormous a cost is now under the consideration of the Local Committee, in communication with the Director of Public Instruction.

The Library attached to the School is in excellent condition, containing 779 Volumes of useful works.

### Library.

It has been much used during the past year by the Teachers and pupils, and its advantages are open to educated natives unconnected with the Institution. There is, however, a number of duplicate and triplicate copies of books in it, of little or no use to those for whom this collection of books has been made. At the suggestion of the Inspector of the Division, measures are being adopted for the disposal of these, and for the substitution of books of more general use.

The present good condition of the School, and the satisfactory result of different Examinations as recorded in this Report, reflect great credit

### Teachers.

the Teachers, and show they have taken considerable pains in bringing up their Classes. Babu Gooroo Churn Mitter, the Head-Master, has done, and is doing his duty well, and though suffering from sickness during a great part of the Session, seems

## APPENDIX A.

to have spared no labor to promote the efficiency of the School. The fact of his having turned out four Scholarship-holders out of five candidates speaks much in his favor.

The increasing number of boys in the School, and the more than ordinary strength of each Class, suggest the necessity of having at least another English Teacher for the lower Classes. Considering the precarious position of the Head-Monk, who is supported by the native community from subscriptions raised among themselves, and the difficulty of procuring an efficient Teacher at a monthly salary of seven Rupees (the only amount allowed from the State for Vernacular Education in this School,) a revision of the Vernacular Department becomes necessary. The funds of the School are sufficient to admit of this increased expenditure. The Committee however propose to make it the subject of a separate communication with details.

**FURNACE SCHOOL**

FROM THE REPORT OF THE LOCAL COMMITTEE

~~SECRETARY - R. H. HARRIS, Esq.~~

HEAD MASTER - SAUL KATZKY MONUM MOOREHEAD.

The Committee met nine times during the Session for the despatch of business, and the Members visited the School in monthly rotation.

Besides the Members of the Committee, His Honor the Lieutenant-Governor of Bengal visited the School on the 19th of July; Mr. Harrison, the Inspector of Schools, on the 3rd of January; and the Director of Public Instruction on the 18th March.

An increase of twenty-two pupils has occurred over the number borne on the Rolls on the 30th April 1866. The Committee look upon this result with great satisfaction, as after a steady decrease from a total of 70 in 1854-55 to a total of 44 last year, the present numbers have been reached by a gradual stage, which indicates that it is produced, not by any ephemeral excitement, but by a steadily progressing appreciation of the value of English Education in the District.

The amount of Schooling Fees and Fines realized during the past year also shows an increase of Rupees 94-4-0 over that of the preceding year. The actual receipts under this head amounted to Rupees 286-12-0 against Rupees 294-8-0 carried to credit in 1855-56.

Though by the appointment of an Urdu Teacher, a great desideratum of the School has at length been supplied, yet the salary allowed to the Office being too small to secure the services of a better man, the object in view has been but partially attained. The Committee is, therefore, of opinion, that the object may be fully reaped, should a more efficient Moonshiee be appointed on a somewhat higher pay, if possible.

As the School may now be said to be properly organized, a Library ought to be formed for its use, as it would serve at once to stimulate the advanced pupils to private study, and to keep up the knowledge of the Masters.

The following donations were subscribed for Prizes :—

Names of Donors.	Amount of Subscription.	REMARKS.
D. Cunliffe, Esquire .. .. .	16 0 0	
R. Alexander, Esquire .. .. .	10 0 0	
H. Balfour, Esquire .. .. .	10 0 0	
Moulves Abdool Azeem .. .. .	5 0 0	
Babu Radha Nauth Bose .. .. .	5 0 0	
" Kally Prasanna Choudry .. .. .	2 0 0	
J. Cave, Esquire .. .. .	5 0 0	
F. J. Earle, Esquire .. .. .	5 0 0	
G. Walker, Esquire .. .. .	3 0 0	
Total, Co.'s Rs. .. .. .	61 0 0	Sixty-one Rupees.

The Annual Examination of the School was held on Monday, the 20th April, and was conducted by the Secretary and by D. Cunliffe, Esq., Judge, H. Balfour, Esq., Magistrate, G. Walker, Esq., a Planter, and the Principal Sudder Ameens, who examined the boys in Urdu.

## PURNIAH SCHOOL.

As will appear from the remarks of the several Examiners, the progress made by the boys has been most satisfactory during the past year.

The First Class was examined by Mr. Cunliffe, who remarks as follows:—

"I examined the boys of this Class, and was agreeably surprised to find them (after perusing last year's Report) so well up in their studies, which is alike creditable to their selves and the Head-Master, who has evidently taken considerable pains to instruct them. A little more attention to the stops and articles is desirable in their Prose Reading, for from the manner in which some passages were pronounced, I considered that they did not understand the meaning of what they were reading; but this I found was not the case, for the majority explained the sentences pretty correctly. Although the boys perused Poetry fluently, and their pronunciation was correct, yet it is the general opinion, that they do not appreciate it; thus valuable time is lost in teaching that which will be useless to the boys in after-life. I would strongly recommend that it be omitted, and the more useful branches in which they are deficient be attended to. With the exception of Mookund Lall Roy and Khetter Mohun Biswas (who are decidedly superior in every respect to the other boys in the Class), all the other Students are deficient in Grammar. The whole Class have a good knowledge of Geography, but in History, with the exception of Sharoda Prosad Banerjee, Mookund Lall Roy, and Khetter Mohun Biswas, their answers were indifferent. Arithmetic and Geometry appear to be their forte. Khetter Mohun Biswas mastered the Pons Asinorum without making any error. I believe this Problem has been specially studied, in order to remove the discredit which was apparent at the last Annual Examination. Be this as it may, it was very creditable to the boy who solved it without any hesitation. More attention should be paid to Dictation; Sharoda Prosad and Mookund Lall were the only boys who wrote correctly; but some allowance is to be made, for a somewhat difficult passage was selected. The Translations from Urdu into English were very imperfect, but this is attributable to the boys, who are Bengalis, being unacquainted with the former language, which they have recently commenced to learn."

The Second Class was examined by Mr. Alexander:—

"The Examination of this Class shows that the boys have improved greatly during the year. In Grammar especially they are well up, and

understand what they have read. The first three boys of the Class did well, and also understand Arithmetic as far as they have studied."

The Third Class was examined by Mr. Balfour, who reports:—

"The boys in this Class appear to have been very fairly taught, and to understand more than is usually the case the meaning of the greater part of what they have learnt. Only two boys, Shamachurn Ghose and Gopaul Loll, are deserving of praise as regards writing. With reference to the result of the Examination, I consider Shamachurn Ghose should be placed first, and Kambachunder Moskerjee second in the Class, and the remaining boys left in their present order. I beg to recommend that Prize be given to the two first boys."

Mr. Walker, who examined the Fourth Class, observes:—

"In Reading, I found them all much the same and tolerably satisfactory. In Explanation and Grammar they were much better than I expected. The Geography was very satisfactory. In Arithmetic, the first three boys did well, but the remaining half not so. The Class does much credit to the Master generally."

The First Section of the Fifth Class was examined by Mr. Balfour, who remarks:—

"I recommend that one Prize be given to this Class to Gobind Shahay, who should be placed first. Credit is due to the Master for the way in which the boys of his Class have been taught."

The same Examiner remarks with regard to the second Section which he examined:—

"The progress made by this Class is satisfactory. I beg to recommend that two Prizes be given to the two boys whose attendance was most regular."

Moulvée Abdool Azeer, who examined all the Classes in Urdu, reports to the following effect:—

"Urdu has been introduced into the School for nearly a year. Those boys who had studied Persian before have passed a more satisfactory Examination than those who had not; but from the manner in which the latter acquitted themselves, it might be expected that they will make more improvement next year."

The Library, if it can be so called, consists principally of

State of the Library. School Reports and a few other books,

besides three or four books recently purchased out of the Contingent Allowances, the allowance for

Library Books having been kept in abeyance from July last, consequent upon the increased expenditure caused by the appointment of an Urdu Teacher. The want of a Library is however greatly felt, and the Committee would regard with pleasure any measures adopted to supply the deficiency.

The School is still held in a small Bungalow, which is rented at Rupees 10 per month from Aga Kassim Ally Khan. It is by no means a convenient Bungalow, and has been rendered more inconvenient by the increase of numbers. With regard to the subject of raising the new School-house, I beg to annex the Minute of the late Secretary, and to mention that the application therein alluded to has been made :—

"The total amount subscribed up to the 15th December amounts to Rupees 2,812, of which Rupees 2,530 have been collected, and the balance Rupees 282 is under realization; of this latter sum, Mr. G. Walker, who put his name down for Rupees 32, has refused to pay, for reasons\* given in his letter of the 27th June 1856, which has been filed. In addition to the amount subscribed, Rupees 2,530, a sum of Rupees 2,767 has been granted by Government, as notified by the Director of Public Instruction, in his letters No. 869 of the 27th June 1855, and No. 2237 dated the 1st September 1856; and as since the last application Rupees 45 have been subscribed, a like sum will be granted by Government on application, in order to make up a sum equal to the total amount subscribed, Rupees 2,812. The plan of the building has been prepared and approved of, and submitted to the Chief Engineer, with an estimate for the same for his order to commence the work."

The Committee observe with great satisfaction the marked progress that the School has made during the past year, not only as to the increase of numbers of the pupils, but also as to the improvement of boys themselves in the several subjects of study. The Committee consider that this improvement is chiefly owing to the labors and exertions of the Head-Master, Babu Khetter Monun

\* That it was entirely a Government undertaking, which he had not the remotest idea of when he subscribed.



Mackenzie, and of the other Teachers. The Head-Master has shown himself to be fully fitted for the post he holds, and has throughout evinced the greatest zeal for the welfare of the School. The other Teachers have equally co-operated and given satisfaction in bringing the Classes to their present advanced state.

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# MOZUFFERPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. R. DAVIES, Esq.

HEAD-MASTER—MR. W. O'REILLY.

The Mozufferpore School is at present attended by 109 scholars, divided into the following castes:—

Hindus .. .. .	72
Mussulmen .. .. .	32
Christians .. .. .	5

Judicial Officers ..	4
Vakools .. .. .	15
Mooktears .. .. .	10
Amiah .. .. .	39
Writers .. .. .	6
Teachers .. .. .	3
Carried over ..	77

Brought over ..	77
Zemindars .. .. .	13
Bankers .. .. .	4
Merchants .. .. .	2
Zemindari Servants ..	6
Servants .. .. .	2
Christians .. .. .	5

Total... .. 109

and the classes of the community to which they belong are marginally noted. It will be seen that the children of the people connected with the Courts and Public

Offices predominate. The School has not increased since last year: against 40 admitted there was the same number that left—namely,

Withdrawn on account of sickness, parents leaving the Station, and inability to pay the Schooling Fees .. .. .	23
Obtained employment .. .. .	4
Dismissed .. .. .	10
Died .. .. .	3

The sum of Company's Rupees 915-8-0 was realized on account of fees during the past year.

The Examination took place on Tuesday, the 21st instant, and was conducted by the Members of the Local Committee.

The Courts and public Offices were closed for the day to allow of the Vakeels, Mooktears, and Amlah, forming the majority of the class whose children attend the School, being present to witness the same. The assemblage in consequence was very large, every room in the building being filled with spectators.

The Committee think it needless to furnish a detailed Report on the Examination of each Class on the different subjects studied by them. It will be sufficient to say, that there has been marked progress and improvement throughout the School since last year, and that the result is highly satisfactory. They attribute this to the zeal and attention shown by the Head-Master, Mr. O'Reilly who deserves the special commendation of the Committee. The Second and Third Masters have also acquitted themselves satisfactorily. They were regular in their attendance, and assiduous in the performance of their duty.

The Examination of the Oriental Classes was conducted by the Native Members, Moulvie Iradut Ailee and Babu Ruggoonundun Sing, who expressed themselves satisfied, but they have again represented the urgent necessity of increasing the Educational Staff, in order that due justice might be done to the large number of Scholars in this Department of the School. At present there are only two Masters—Moulvie Fuzul Huq, who receives Rupees 30 per mensem from the Jagheereah assignment, and Moulvie Saadaye, whose salary of Rupees 10 per mensem is included in the Establishment Allowance. The Committee would strongly recommend the Second Master's salary being raised to Rupees 20, and a Third Master added to the Establishment at Rupees 12 per mensem. A separate Report will be made, in regard to an additional Master required for the English Department.

Translation from the Vernacular into English, the most important department in the School routine, appears to be scantily provided for in the allotment of time. The Committee have requested Mr. O'Reilly to pay greater attention to this subject,

and in order that the lads might be induced to exert themselves, the Committee purpose offering a Medal for competition at the next Examination, to be awarded to the one who shows the greatest proficiency.

The formation of a Library will be commenced upon shortly.

#### Library.

The sum of Company's Rupees 500 was recently sanctioned\* by Government out of the accumulated Book Allowance, and as previously reported, Rupees 500 was given by Babu Buggoonundun Sing. A further donation is expected, which when realized, will be reported. As soon as the building now in progress has been completed, arrangements will be made for procuring a supply of books from Calcutta; meanwhile the Hon'ble R. Forbes has presented twenty-three Volumes of valuable historical and other works, and Mr. W. B. Davies a large collection of books in Persian and Urdu, and further contributions are expected.

In their last Annual Report, the Committee expressed their intention of applying for a portion of the

#### Buildings.

surplus collections from the Jagheeriah Fund, for improving and enlarging the School-house. The sum of Company's Rupees 2558 was sanctioned for the purpose, and the following alterations are being carried out.

The sloping thatched rooms on the North are being raised and converted into flat-roofed pukka rooms. Verandahs are being added to the North, South and West. This work will be completed early next month. The premises have been enclosed by a pukka wall. The accommodation in the School-house itself not being sufficient for the large number of boys who attend, a commodious range of buildings has been completed at the back of the house to which the Oriental Classes have been transferred, and this has added greatly to the comfort and convenience of both Masters and Scholars.

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\* Letter from the Secretary to the Bengal Government to the Director of Public Instruction, No. 51, dated 17th January 1857.

The lads noted in the margin being reported by the Head-Master as qualified for Public Service, the Secretary has been requested to communicate their names to the District Authorities, with the view of suitable provision being made for them on the occurrence of future vacancies in the Courts and Offices, and it is to be hoped that this public recognition of the advantages resulting from instruction imparted in the English School will induce many who have hitherto been backward to send their children to the Institution.

Ramgobind.  
 Daboo Persaud.  
 Uddoo Wahid.  
 Ameer Hossain.  
 Beerkishoor.  
 Parahonocoomar Meeker-  
 Jee.

## **SARUN SCHOOL.**

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**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—R. J. RICHARDSON, ESQUIRE.**

**HEAD-MASTER—MR. WM. HANVAY.**

The Committee met nine times during the year.

The Monthly Visitors were as follows:—

H. C. Wain, Esquire, in May 1856.

R. J. Richardson, Esquire, in June 1856.

Moulvie Waheed Oodeen, (Sudder Ameen), in July 1856.

H. Atherton, Esquire, in August 1856.

W. F. McDonell, Esquire, in September 1856.

R. J. Richardson, Esquire, in October 1856.

Mirza Mohamud Sadiq, in November 1856.

H. Atherton, Esquire, in December 1856.

A. Fleming, Esquire, M. D., in January 1857.

R. J. Richardson, Esquire, in February 1857.

W. F. McDonell, Esquire, in March 1857.

Mirza Mohamud Sadiq, in April 1857.

From the 24th October last the School has been held in the new School-house, a building admirably adapted for the purpose.

The increase in the number of boys is worthy of remark. In April 1856 there were only eighty boys receiving instruction. In April 1857 the number had reached 129, among whom were 29 Mahomedans.

Sreebhashen Pundit, the head Student, was sent to compete for a Junior Scholarship at the Patna High School.

The General Examinations of the School were held on the 22nd, 23rd, 24th, 25th and 27th April and 1st May. With the exception of the Junior Scholarship candidate, the 1st and 2nd Classes were examined by the gentlemen noted below :—

R. J. Richardson, Esquire ..... *Geography.*

W. F. McDonell, Esquire ..... *Mathematics.*

G. L. Martin, Esquire ..... *History.*

A. Fleming Esquire, M. D. .... *Literature & Grammar.*

Sets of questions, generally eight in number, were prepared in each subject, and written replies to them demanded from the Students, the average time daily occupied being about three hours. Each Examiner attended in his turn all the while, and every care was taken to prevent cribbing and copying. The contents of the Question Papers given each day were unknown to any one save the Examiner, the Secretary himself not being cognizant of what the test would consist, until the papers were distributed in the presence of the boys.

The following remarks are extracted from the Reports of the several Examiners :—

*Geography—First Class.*—"More than half the number of boys in this Class answered the questions very satisfactorily, the rest did not show any great proficiency, indeed were deficient in the common rudiments."

*Second Class, Section 4.*—"Generally speaking, the boys in this Class have a very fair knowledge of Geography, as far as they have read. The answers of most of them were explicit and to the point."

*Second Class, Section B.*—"Taken on the whole, these boys answered the questions put to them satisfactorily."

*Mathematics.*—"The way in which the two Students of the *First Class, Section A.*, answered the questions given them in Algebra and Geometry, reflects great credit, not only upon themselves, but upon Mr. Harvey, their Teacher. In Algebra one boy got the full number of marks, and the questions were, some of them, by no means easy, and, in Geometry, they both solved several Propositions without making a single mistake. In Arithmetic, one boy, Yazeer Udeen Ehmud, did very well, getting seventy-nine marks out of eighty-two; but he was beaten by the head boy of the 2nd Section, Abdool Kadir, who got eighty marks."

## SARUN SCHOOL.

*Arithmetic.*—“In the Second Section of the First Class two boys did very well; Bhujjun Lall, who won the Prize, getting sixty-one marks out of sixty-four, and Abdool Kadir, who had got the first Prize in Arithmetic in his own Class, he did not do quite so well, being beaten by Bhujjun Lall by three marks. The rest of the Class showed by their answers that they had been taught how to work out the several sums, but some of them made careless mistakes in common Multiplication.”

“In the Second Class, Section A., two boys did remarkably well, Gunga Purshaud getting the full number of marks, and Toolahy Purshaud getting fifty-nine out of sixty. A third boy, Mohumad Tugy, answered very fairly, but made a few careless mistakes.”

“In the 2nd Section, Narsing Narain won the Prize, getting sixty-five marks out of seventy; Dabee Purshaud, Jagrat Chander Chatterjee, Shamjee, Nundkishore, and Gunesh Purshaud did very well also; in fact most of the boys in this Class answered the questions not them very creditably.”

“The whole School, I think, with advantage, might be practised once a week in all the Tables of Weights and Measures, &c. Some of the boys in Section B., Second Class, considered that there were only twelve hours to a day, and one boy in Section A., First Class, made out that there were only 364 days in a year.”

“The result of the Examination, on the whole, was most satisfactory. I examined the boys in Mathematics last year and the progress made since then is very great, and is alike creditable to the boys and to their Masters, Mr. Hanvey and Babu Nobin Chander Ghose.”

*History.*—First Class, Sections A. and B.—Second Class, Section A. “Very few were found deficient in a respectable knowledge of facts, but as much cannot be said in regard to their Composition and Orthography.”

Second Class, Section B.—“The Students in this Class not being enough advanced in writing, were examined *ex auro*, and the first three acquitted themselves with great credit.”

*Literature.*—First Class, Section A.—“In this there were two lads, Hem Chander Banerjee and Vuzeer Udeen Ehmud. Three short paragraphs were given them from Goldsmith's “Traveller” and “Deserted Village” to write out the explanation. A numerical value of six was attached to each of the paragraphs, the value of the three being eighteen. Neither of the boys' productions appear to me creditable, their Composition being indifferent, as also their Grammar and Spelling. Vuzeer Udeen Ehmud's exercise gained the highest number of marks, ten; Hem Chander's



## APPENDIX A.

having gained only eight. The latter totally misunderstood the meaning of one of the paragraphs given for explanation."

*First Class, Section B.*—"Eight boys in this Class had each three paragraphs from Gay's Fables to read and paraphrase in English, to which the value of eighteen was attached. Two boys, Abdool Kadir and Chundy Purshaud, particularly distinguished themselves by the excellence of their Reading and Explanation, and to both these exercises I awarded the full value of eighteen. Gopal Chunder Goopt and Bhujjun Lall also read very creditably, the pronunciation of the latter being, perhaps, better than that of any boy in the Class."

*Grammar.*—"To the boys forming the First Class, I gave six questions, the aggregate value of which I fixed at twenty-eight. The exercises were performed best by Abdool Kadir, Chundy Purshaud, and Bhujjun Lall, all of whom gave better answers than the two boys in Section A. The aggregate value of the answers given by Abdool Kadir was twenty-eight, by Chundy Purshaud twenty-six, and by Bhujjun Lall twenty-three, to all of whom I recommend that Prizes should be given."

*Second Class, Section A.*—"In this Section seven boys were examined in Grammar, six questions being given them, the answers to which they had to write. Gunga Purshaud most distinguished himself, gaining the full number of marks attached to the questions, viz. twenty-nine. Toolshy Purshaud and Mohunund Tiqu held second and third rank, the spelling of the former being better than that of the latter."

*Second Class, Section B.*—"Six boys were examined in this Section. Six questions in Grammar were given, an aggregate value of twenty-one being affixed to these. Nursing Narain gained the first place, his writing being superior to that of Shamjee's, who gained an equal number of marks. Cand Beharry is also a deserving boy."

*Second Class, Section C.*—"This Class was examined orally in Reading and Grammar. Janokee and Humshee Dhar Goopt are the most promising pupils and both deserve Prizes. The former deserves the first Prize."

*Third Class, Section A.*—Examined by the Secretary in Reading, Spelling, and Translation, and by the Head-Master in Grammar and Arithmetic.

"The result of the Examination in Reading, Spelling, and Translation was tolerably satisfactory.

"The study of Arithmetic having been but lately introduced, these boys were not sufficiently well grounded in that subject, but they acquitted themselves most creditably in Grammar."

# SARUN SCHOOL.

*Third Class, Section B.*—Mr. Hanvey reports:—"Reading rather labored. Spelling fair. Explanation very satisfactory."

*Third Class, Section C.*—The Second Master states:—"Agreeably to the instructions of the Secretary to the Local Committee of Public Instruction, I examined *Section C.* (comprising several sub-divisions) of the Third Class on the 27th instant. Forty-eight boys presented themselves at the Examination, of whom eighteen being little beyond A, B, C, were not examined. The result of the Examination of the remaining boys is, on the whole, satisfactory, and reflects great credit upon the Teacher.

The Examination of the Oriental Department was conducted by the Principal Sudder Ameen, the Additional Moonsiff, the Sudder Ameen, and the Mahomedan Law Officer, who expressed themselves very well pleased with the manner in which the Students acquitted themselves.

Besides the above, special Prizes will be given according to the subjoined list:—

Name of Donor.	Name of Gainer.	Class.	On what account.
J. L. Martin, Esq. ..	Bhujum Lall ..	1st Class ..	Composition.
W. F. McDonell, Esq. ..	Tootsih Purshaud	2nd Ditto..	Diction.
R. J. Richardson, Esq. {	Vuzeer Udeen Ehmud	{ 1st " .. }	Regular Attendance.
	Tootsih Purshaud	2nd " ..	
	Ram Narain	2nd " ..	
	Vuzeer Udeen Ehmud	{ 1st " .. }	
R. J. Richardson, Esq. {	Abdul Nadir ..	1st " ..	Ditto.
	Gunga Purshaud	2nd " ..	Ditto.

Mr. Hanvey, the Head-Master, has throughout the year conducted his duties in a most satisfactory manner. The daily studies have been, under his superintendence, carried on in a very systematic and comprehensive way, and with most favorable results. Visitors who have inspected the School have been struck by the quiet demeanour and clean appearance of the lads, and I am bound to say every praise is due to Mr. Hanvey for his tact in managing the boys in the admirable way he does.

## APPENDIX A.

Of the Second Master, Babu Nobin Chunder Ghose, too, I have high opinion. His duties have been performed well, and the way in which most of the boys in his Classes answered the questions put to them, undoubtedly proves that he takes great trouble in expounding to his pupils the lessons set before them.

The Third Master, Shaik Chumroo, has had a hard task to perform. During a great part of the Session, his Classes have contained from sixty to ninety boys, thus rendering it physically impossible for him to do justice to such a number. His exertions however, have been praiseworthy, and were his pronunciation better, there would be nothing more to be desired.

The Moulvoo Ikbal Hossain, is a well-conducted, quiet official and is highly spoken of. Some of his pupils passed a very creditable Examination indeed.

## ABRAH SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—SYED AZERMOODDEEN HOSSEIN.

HEAD-MASTER—MR. E. B. GODFREY.

[Desire among the natives to cultivate the English language is becoming daily apparent. There has not only been a decided increase in the number of boys since last year, the number on the Rolls now being 705, but incessant applications by those who, under the standing Rules of the School, are precluded from admission, as well as those who were struck off the Rolls, either for irregularity of attendance or default in paying the fees. It now seems to be well understood, that a knowledge of English is the only way to preferment.

### Examination.

The Examination commenced on the 3rd April, and continued during the two succeeding days.

It was conducted by the Members of the Local Committee, whose remarks on the result of the Examination are stated below :—

The two boys forming the 1st Section of the First Class were candidates for the Junior Scholarship Examination this year, and were accordingly sent to Patna to undergo the test.

Section 2nd of the First Class is composed of eight boys, whose ages range between 12 and 20. They were examined by Mr. A. Littledale, the Officiating Judge in History and Geography, who considers the result generally satisfactory. In Biography and Poetry they were examined by Mr. Wake, the Officiating Magistrate, who seems to be satisfied with the manner in which the boys acquitted themselves.

In Arithmetic and Grammar they were examined by Dr. Halls, and the number of marks allotted by him to some of the boys shows that they did not fail to give satisfaction.

The Secretary examined them in Translations, and speaks favorably of the result. \*

The Second Class is also comprised of two Sections, numbering in the aggregate twenty-seven boys, whose ages vary from 10 to 18.

They were examined in all the subjects of their Study by the Officiating Judge, the Civil Surgeon, and the Secretary, and the result was, upon the whole, creditable, except in Geography, which Mr. Littledale remarks has been learnt by heart without properly understanding it.

The Third Class, consisting of six boys, is divided into three Sections, was examined by the Principal Sudder Ameen, Moulvies Wahsed Oodaen Khan Bahadoor, who remarks that they have been well taught, and acquitted themselves creditably.

The Oriental Classes were also examined by that Officer, who commends the diligence with which they have been taught.

\* \* \* \*

The head and the two subordinate Teachers have performed their respective duties in a satisfactory manner.

The nucleus of a Library of reference for the School has been formed, and measures will be taken to increase it gradually.

The School-house is under the charge of the Executive Officer, and is in a tolerable state of repair.

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# CHOTA NAGPORE SCHOOL.

## COMPILED FROM THE ANNUAL EXAMINATION RETURNS OF THE SCHOOL.

SECRETARY—CAPTAIN J. E. DAVIES.

HEAD-MASTER—MR. J. PATTEN.

### ENGLISH DEPARTMENT.

*Annual Examination.*—Only two boys in the First Class. They appear to me much on a par in point of attainment and intelligence, except in Algebra and

First Class.

Geometry, in which Seebchurna is best.

The progress of this Class in Reading, Translating, and Arithmetic is considered very satisfactory. The boys also answered well in Geography and passed very

Second Class.

creditably.

Third Class.

This Class is considered generally backward.

Fourth Class.

This Class has made satisfactory progress.

Examined in English Reader No. I., Lessons 22 and 23, pages 16 and 17. Reading pretty good. Translation,

Fifth Class.

with one or two exceptions, the same. Spelling

fair—best in Spelling No. 3.

Generally the attainments of the upper Classes are considered satisfactory and creditable to the Head-Master. The Committee hope soon to see a large number of boys in these Classes. The large proportion of boys in the lower Classes does not look well, considering the time that many of them have had their names on the Roll.

The general result of the Examination in this Department shows a steady and satisfactory progress, alike creditable to

Hindus.

the boys and their Teacher.

As Hindoo is the language of the District, its study should be encouraged.

Urdu.

The progress of all the boys in this Department is most satisfactory and highly creditable to their Teacher.

## SYLHET SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—T. P. LARKIN, ENQUIRE.

HEAD-MASTER—BABU OMA CHURN DASS.

The Schooling Fees realised during the year and remitted to the Local Treasury amount to, Company's Schooling Fees Rupees 950-8-0, being Rupees 71 more than the sum reported last year. The *Fines*, which are mostly levied on account of absence without leave, amount to Company's Rupees 17-5-0, which shows considerable improvement in the attendance of the Scholars.

The Committee, in bringing to your notice the improvement of the School, cannot forbear to suggest, as they had occasion last year, the appointment of another Master to the present Staff of Teachers. They further beg to remark that the services of the Pundit cannot advantageously be dispensed with. Though the Native Masters are qualified to impart instruction in Bengali, yet the very bad dialect of the country, and the faults in pronunciation and orthography the Students contract while in their homes, render it absolutely necessary that a person skilled in Sanscrit, as well as in Bengali, should be employed, who should devote his entire time to instruction in the Vernacular.

The Committee also beg to state, that they would stop admissions for the present, and would resort to the system formerly in use at this School, of forming a "Supernumerary Class," the Students of which are to pay for their own Master; so that any deficiency in

the total number of boys in the School may be made up from amongst this Class, which will in fact be the nursery of the School.

The General Annual Examinations were conducted by the members of the Local Committee and the Reverend W. Pryse. Mr. Haddan examined the boys in Geography for Dr. Norval, absent on account of want of time.

*First Class.*

Taught in all subjects by the Head-Master, with the exception of Bengali.

All the four boys of this Class went to the Dacca College to pass the Junior Scholarship Examinations.

*Second Class.*

Taught in all subjects, excepting Bengali, by the Second Master, Mr. M. Dias.

The following are extracts from the remarks of the several Examiners of all the other Classes:—

Mr. Sweetland examined the Classes in Grammar, and remarks:—

"I have examined the whole of the Grammar Classes, and found them to be in a creditable state of proficiency."

In History, Mr. Shawe examined the Second and Third Classes, and the Reverend Pryse the Fourth.

*Third Class.*

Taught in Literature and Grammar by the Head-Master: History, Geography, and Mathematics by the Second and Third Master, Babu Ram Mohun Dutt.

The first-named Examiner "has much satisfaction in observing that the majority of the boys gained good and creditable marks, showing that they have made good and satisfactory progress in this branch of their Studies during the Session, which is highly creditable to their Masters, Mr. M. Dias and Babu Ram Mohun Dutt."

The Reverend Gentleman remarks, that "many of the boys answered well, some answered every question put to them, others were considerably behind in their knowledge of what they had read."

*Fourth Class.*

Taught in all subjects, excepting Bengali, by the Third Master.

The Secretary examined all the Classes in Mathematics, excepting the Sixth, and remarks that "the boys did not acquit themselves so well in Mathematics as I would wish, and I would suggest that the Standard be somewhat lowered. In the Third Class, two Mussulman boys were a great exception to the general rule, as they are most excellent Mathematicians. The Second Class boys also acquitted themselves very favorably, but I did not find among them a single boy equal in clearness of head and exactness to the two Mussulmans. I am sorry that the boys



are too much parrot-taught, that is, they depend entirely on their books, and not on their heads. They appear to learn Problems of Euclid by heart, and know the regular routine as in the book; but change the letters of the figure, and they are puzzled. They are also, in general, very careless in their Spelling. Numerous boys, for instance, always spell "a point" "a poin," and so on. I gave two questions in Algebra that were not in the regular book of Study, but only the two Mussulman boys attempted them. However, considering the difficulty of the subject to natives of the country, I must say, that although perfection is not and cannot be expected to be found, still the amount of knowledge acquired by the boys is very creditable to their Masters.

Mr. Mackay examined the Second and Third Classes in Literature, and the Reverend Pryse the Fourth and Fifth in the same subject.

Mr. Mackay remarks:—"The Students of both Classes I consider to have passed in a creditable manner, and in particular four boys of the Third Class, to whom I have awarded the highest marks given by me."

The Reverend Mr. Pryse remarks:—"In reading, pronunciation, and understanding, upon the whole, they are promising, for they are young. It seemed to me, that much attention has been paid by the Teacher to their improvement in every respect."

"The boys all read and answered very well. The Teacher certainly takes very commendable care of the boys' education."

In Geography Mr. Hadden examined the Second, Third and Fourth Classes in paper, and the Fifth Class orally, and remarks:—

*Fifth Class.*  
Taught in all subjects, excepting Bengali, by the Fourth Master, Babu Raj Kishore Roy.

"The general answers are good and the boys have in my opinion passed a very creditable Examination, both to themselves and to their Masters."

"Every question has been satisfactorily answered, and the replies of the boys do the Masters great credit; the pronunciation of the boys was exceedingly good and distinct, and all spoke well."

Examined in all subjects by Babu Shama Churn Chatterjee, (with the exception of Grammar,) who "was pleased with the boys for learning their lessons by heart, but found great fault with their pronunciation and manner of reading, Section C. being an exception."

*Sixth Class.*  
Sections A, B, D, E.  
Taught in all subjects by the Additional Master, Babu Indranath Deb, excepting Bengali, and Section C by the Fourth Master.

The same member examined the Second and Third Classes in Translation from Bengali into English, and was pleased with the performances of the Second Class; those of the other being "not quite unsatisfactory."

Babu Sham Chunder Sirkar examined all the Classes in Bengali, and was satisfied with them.

The accompanying list will show the Medals and Prizes which the Members, the Zemindars, and the Amilans of Courts have liberally subscribed for distribution amongst the most proficient Students of the School.

Conduct of the Masters.

The conduct of the Masters has been very good in every respect.

The Library is freely resorted to by the Masters, as well as by the Students, and a few additions have been made to it during the last year.

Library.

\* \* \* \* \*

Hand-writing.

The boys have considerably improved in this subject.

\* \* \* \* \*

**STATEMENT of Medal, Money and Book Prizes to be awarded to the Students of the Government School at Sylhet, at the Examination held in 1856-57.**

**APPENDIX A.**

Number of Prizes	Names of Donors	Description of Prizes.	Subject.	Names of Gainers.	Class.
1	M. Shawe, Esquire	1 Campbell's Shakespeare	History	Promash Chunder Dutt	2nd.
2	Ditto	1 Hind's Algebra	Ditto	Anund Mohun Dutt	3rd.
3	Ditto	1 Maunders' Treasury of Knowledge	Ditto	Doorga Doss Dutt	4th.
4	T. P. Larkins, Esquire	1 A Silver Medal	Mathematics	Goloke Mohun Dutt	2nd.
5	Labu Shama Churn Chatterjee	10 Ruppes' Books	General Proficiency	Promash Chunder Dutt	2nd.
6	Jogo Bundoo K. V. Dewan	10 " "	1st in the Class	Ditto	2nd.
7	W. H. M. Sweetland, Esq.	10 " "	2nd ditto ditto	Goloke Mohun Doss	2nd.
8	Ditto	6 " "	3rd ditto ditto	Goloke Chunder Doss	2nd.
9	Dr. J. Norval	6 " "	Geography	Parbatty Churn Dab	2nd.
10	Ditto	5 " "	Ditto	Mahomed Ahmed	2nd.
11	Ditto	4 " "	Ditto	Goloke Chunder Surmah and } Jagendro Chunder Doss }	4th.
12	Ditto	3 " "	Ditto	Romon Kisto Ando and No- } bin Chunder Doss }	4th.
13	Ditto	2 " "	Ditto	Olhoy Churn Surmah	5th.
14	Bejo Soondary Chowdry	5 " (Cash)	Ditto	Radha Churn Doss	2nd.
15	Babu Sham Chander Sircar	10 " Books	General Proficiency	Bookney Mohun Kar	3rd.
16	W. Walker, Esquire	5 " "	2nd in the Class	Anund Mohun Dutt	2nd.
17	Moulvie Abdul Kadir	7 " Books	2nd ditto ditto	Mahomed Ahmed	3rd.

18	Babu Shooroop Chunder Roy, {	8	(Cash) ...	Bengali Essay ...	Proccach Chunder Dutt	2nd
19	Doewan	6	Books ...	General Proficiency	Deorga Doss Dutt	4th
20	" Kisto Persad Roy	4	" ...	2nd in the Class ...	Goloke Chunder Surmah	4th
21	Ditto	5	" ...	Bengali Essay ...	Grish Chunder Sein	3rd
22	" Gouri Nath Roy	5	" ...	General Proficiency	Gourkishore Deb	5th
23	" Georoo Churun Roy	5	Books ...	Ditto	Eshan Chunder Kor	5th
24	" Tariny Churun Roy	5	" ...	English Translation	Eshan Chunder Mozcomdar	2nd
25	" Degondro Nath Roy	5	" ...	General Proficiency	Obhoy Churn Surmah	6th Sec. A
26	" Jogo Nath Roy	5	" ...	Ditto	Obhoy Churn Surmah	6th Sec. B
27	" Obhoy Churun Roy	5	(Cash) ...	Regular Attendance	Shumbhoo Narain Sing	4th
28	" Chunder Coomar Roy	5	(Ditto) ...	Ditto	Goloke Chunder Surmah	8th Sec. B
					Sharat Chunder Deb	

# MYMENSING SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—B. COOPER, Esq.

HEAD-MASTER—BARU BHUGWAN CHUNDER BOSE.

The average daily attendance during the year was 185.8 out of an average total of 182 or 74.6 per cent. of the number of Students in the School.

Attendance.

This shows a falling-off of nearly 8 per cent in the attendance from that of the last year. This may in a great measure be accounted for from there having been much sickness during the whole of this Session, as well as owing to the long period for which the Civil Courts were closed during the Dusserah and Mohurrum Vacations, when many of the Students went home with their guardians.

The expense incurred on account of tuition is Rupees 4,193-9-9, being Rupees 2-9-1 $\frac{1}{2}$  a Student a month. The average contribution by the Students is 1-1-11 $\frac{1}{2}$ . Deducting this from the above, the cost to Government is Rupees 1-1-4 a Student.

The amount of collections for Schooling Fees and Fines is Rupees 1,831-13-0, being Rupees 131-4-0 in excess of the amount realized during the previous year.

Schooling Fees.

Two Silver Medals were presented by Babus Bhyrub Chunder Chowdry and Tareenoo Kanto Lahory, two Zemindars of the District, to Jugget Anand Sein and Kaleo Nanth Deb, two distinguished Students of the School, for proficiency in English and Bengali. Promises

Donations.

of similar Medals have been held out by these Gentlemen, as also by Babu Kashoo Keshore Roy Chowdry.

One Student of the School competed at the Junior Scholarship Examination at Darco; there were other candidates for Scholarships, whom the Committee were obliged to reject on account of their age.

The General Examination of the School commenced on the 4th April, and continued for ten days.

Subjoined is the list of Examiners:—

W. T. Trotter, Esquire.

B. H. Cooper, Esquire.

C. E. Lance, Esquire.

P. F. Bellew, Esquire.

R. Ahmuty, Esquire.

The following is an abstract of the result of these Examinations:—

Mr. Lance remarks:—"I examined this Class in Bengali and Translation, both from Bengali and into Bengali, and was pleased at their knowledge of the subject."

Their Translations into English were good and idiomatic, and their Translation from English into Bengali shows that they can read and understand what they read at sight."

Mr. Ahmuty remarks:—"I examined this Class in Reading, Explanation, History, Grammar, Algebra, Geometry, and Arithmetic, and on the whole was much pleased with the proficiency of the Students."

Dr. Bellew writes:—"I examined this Class in Geography and Zoology. The answers in the former subject were very correct, and the places were also rightly shown in the Map. As regards the latter subject, they did as well as could be expected of lads unacquainted with the Latin language and Chemistry."

Mr. Lance remarks:—"I examined this Class in Vernacular and Translation. They read and translated well on the whole, and with apparent facility."

Mr. Ahmuty says:—"I examined this Class in all but Translation and Bengali. The Students have decidedly made great progress since the last Examination, and the Master of this Class deserves great credit for their proficiency."

Mr. Lance remarks:—"I examined this Class in Bengali and Translation, altogether I was pleased with their performances."

Third Class.

Dr. Bellew says:—"I examined this Class in all the subjects, except Bengali, and the general proficiency exhibited by them, especially in Explanation and Grammar, was very creditable to them and to their instructor."

Mr. W. T. Trotter remarks:—"I examined a portion of this Class on all subjects, and was well pleased with the manner in which they acquitted themselves, and much credit is due both to the Head-Master and Master for the care they have shown."

Mr. Lance remarks:—"I have examined this Class in Bengali and Translation; on the whole they have done well."

Fourth Class.

Dr. Bellew remarks:—"Koylah Chunder Sen, Poorno Chunder Gangooloo, Hur Chunder Biswas, these three boys have been close competitors. The Class generally have done well, but the three above boys in particular. Hur Chunder Biswas failed in his Arithmetic, otherwise he is quite equal, if not superior to the other two."

Mr. Trotter remarks:—"I examined a portion of this Class on all subjects, and on the whole was well pleased with the manner in which they passed the Examination." Mr. Cooper, Secretary to the Committee, fully agrees with Mr. Trotter in his remarks.

Mr. Ahmuty remarks:—"I examined this Class in Reading, Explanation, and Grammar. I can speak most favorably of the result of the Examination and of the attention that must have been paid to their instruction by the Master of the Class."

Fifth Class.

Mr. Lance remarks:—"I examined this Class in Arithmetic, Dictation, Writing, Translation, and Bengali, and was particularly pleased at the way in which the boys acquitted themselves. They were very quick and correct in their Arithmetic, and their performances in the other subjects show that their knowledge of the English and the Vernacular is not merely superficial."

Mr. Ahmuty remarks:—"I examined the whole of this Class on all the subjects, with the exception of Bengali, and was much pleased with the result of the Examination. I consider the Master of the Class deserves great credit for the proficiency shown by the Scholars."

Sixth Class.

## MYMENSING SCHOOL.

Mr. Trotter remarks:—"The Vernacular Examination of this Class was taken up by me, and it will be observed from the high marks which most of the boys have obtained, that they passed a very satisfactory Examination, and I consider that great credit is due to the Head-Master and Master of the Class for the attention they have paid to this part of their duty."

Mr. Ahmuty remarks:—"I examined this Class in all subjects but Bengali, and was pleased with the proficiency shown by the Scholars. The Master of this Class must have paid great attention to their instruction."

Mr. Trotter remarks:—"I examined this Class in Bengali, in which the boys generally acquitted themselves remarkably well, and evidently much care has been paid by the Head-Master and Master of the Class to this essential part of their duty."

Mr. Trotter remarks:—"I examined this Class in all subjects, and on the whole they did very well, although one or two boys were deficient in Arithmetic, and one boy had not apparently commenced Bengali."

The number of Students on the Rolls at the end of the year was 195 against 184 of the last year.

General remarks on the state of the School. This increase of eleven boys does not properly express the eagerness with which the people of the District are anxious to be educated in this Institution. There has been a great number of English Schools established in different parts of the District, some mustering as many as fifty or sixty Students. The establishment of so many Village Schools, where an elementary instruction in English is imparted, present so many facilities to the parents for educating their children for a period in such Institutions as are easily accessible to them from the proximity of their homes, may probably tend to reduce the number of applicants for admission into this School; and if to this be added the circumstance, that for the greater part of the year there was a want of accommodation in the School-house, where admission into it was all but impossible, it will in a great measure explain the cause of there not having been a greater number of admissions; but that there is as great a desire for admission into the School as ever, will appear from the fact, that there are at present fifty-five Students attending a private Class opened by the gentlemen



of the Station. These boys are anxiously looking for admission into the School, when a reduction in the number of Students on the Roll, or the promotion of the latter into the higher Classes, may enable them to enter it.

\* \* \* \* \*

The work of the School-house is all but finished; the rooms are now occupied by the different Classes.

School Building. The out plaistering and the verandahs are still unfinished, but the work cannot be proceeded with for want of funds. Several gentlemen of the Station have offered further subscriptions, on the condition that Government will grant a similar amount, which would enable the Committee to complete the building.

In their last year's Report on the state of the School, the Committee brought to the special notice of the Director of Public Instruction the favorable opinion they entertained of the efficient manner in which the Head-Master, Babu Bhugwan Chunder Bose, conducted and superintended the duties of the School, and they have much pleasure in recording that they have not had the slightest cause for altering the high opinion they then entertained of his superior qualifications for so important a post as that of Head-Master to so large an Institution as this, and they are fully sensible that it is mainly owing to his exertions and careful superintendence, that the School has risen to so high a state of efficiency. The Committee, I am further directed to state, strongly urged in their last year's Report, that in order to secure a continuance of the Head-Master's services in the School, that his pay should be increased. They again, I am to add, reiterate their former recommendation to this effect, and trust that their request will soon meet with favorable consideration.

The Committee are also happy to observe, that all the other Masters have conducted the duties assigned to them in a very zealous and satisfactory manner, and that they entertain a very favorable opinion of their qualifications.

## **BOGRAH SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—A. J. JACKSON, ESQUIRE.**

**HEAD-MASTER—BABU BHUGGUBUTTY CHUNDER GHOSH.**

The School appears to be resorted to principally by the sons and relatives of the Amil and others connected with the Courts. The inhabitants of the place itself seem to prefer the Bengali School.

The number of boys at present attending the School is 35. The Tuition Fee is 8 annas per boy.

The Annual Examinations commenced on the 25th April, and ended on the 1st May.

The First Class was examined in the Vernacular by Babu Soorjee Coomar Mookerjee, and in the other subjects by myself. The Class contains fourteen boys, of an average age of 17-2 $\frac{1}{4}$ .

Babu Soorjee Coomar reports that the boys acquitted themselves creditably in the Vernacular. In the other subjects, their performance generally was satisfactory. The papers were clearly written, and the hand-writing was legible. In Geography, the want of proper Maps was most apparent. The boys seemed to have but little idea of the relative situations of countries and places. On the whole, the result of the Examination is very creditable to both Master and boys. I must except three boys, who, from their age and incapacity, are quite unfit to remain in the School, and whose cases I propose to bring specially before the Committee, with a view to their removal from the School.

The Second Class was examined by Mr. Taylor in Grammar, History, and Mathematics. In Geography and Literature they were examined by me. The remarks I have made on the

performance of the First Class in Geography apply equally to this. They read fluently and correctly, but failed altogether in explaining the meaning and construction of the passages read by them. In the Vernacular the Examination was conducted by Babu Girish Chunder Ghose. This Class consists of nine boys, of the average age of 15-5½.

The Third Class consists of twenty boys, of the average age of 14-4½. They were examined by Babu Girish Chunder Ghose, who reports unfavorably of their pronunciation and style of Reading, as also that they failed in explaining what they read. The boys appear to have acquitted themselves creditably in the remaining subjects.

The Fourth Class, examined by Babu Soorjee Coomar Moorkerjee, consists of forty-two boys,\* divided into three Sections. There is but one Master to this Class, who cannot possibly superintend the Studies of so many boys efficiently.

The pronunciation here also is reported as very defective. The result of the Examination of this Class generally cannot be considered satisfactory. An additional Master attached to the Class would probably be the most efficient means of remedying the evil.

The conduct of the Teachers throughout the year has given satisfaction, and the Committee have much pleasure in recording their acknowledgment of the services of the Head-Master, to whose ability and industry the School is much indebted for the progress it has made.

#### REMARKS BY MR. ROBINSON, INSPECTOR OF SCHOOLS.

I beg to concur with the Committee in their estimation of the services of the Head-Master, Babu Bhuggowutt Churn Ghose, who, though suffering much from ill health and general debility, has most creditably persevered in the discharge of his public duties.

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\* Average age 11-3¼.

## DINAGEPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE

SECRETARY—F. A. EUPHINSTONE DALRYMPLE, Esq.

HEAD-MASTER—BABU GOOROO CHURN CHATTERJEE.

The only addition made to the number of Masters in the School was by the appointment of Babu Esau Chunder Sen as Fifth Master, on a salary of Company's Rupees 16.

The number of pupils in the School amounted to 143 on the 30th of April 1857, being an increase of 17 over and above the number present at the end of the year 1855-56. It is necessary, however, to state, that after allowing for the authorized holidays, namely, fifty days, as prescribed in Circular No. 13 of 1853, and fifty-two Sundays, total 102 days, there remain but 263 days, or about nine months of the year in which the boys are required to attend the School; and yet the attendance register gives the following results.

Three out of seventeen of the *First Class*; three out of twenty-one of the *Second Class*; none out of nineteen of the *Third Class*; that is, only six boys out of fifty-seven, have attended full eight months: and seven out of seventeen of the *First Class*; ten out of twenty-one of the *Second Class*; five out of nineteen of the *Third Class*; that is, twenty-two out of fifty-seven, nearly a moiety of the boys, have attended but five months, being less than half the year.

The boys pay for their education; those of the *First Class* at the rate of a rupee monthly for each boy, and those of the other Classes at the rate of eight annas each.

The School-house is in tolerable repair ; but we shall soon, I apprehend, require another building, or an addition to the present School-house ; for although the centre room is appropriated exclusively to the *First Class*, the Southern room is occupied by the *Second* and *Third Classes* ; and though these *Classes* are not inconveniently large, yet it was evident to me, when examining the *Second Class*, that the hum and buzz of repetition from the other *Class*, owing to the proximity of the two *Classes*, rendered it difficult to concentrate attention, and the Northern room, measuring 38 x 18, being appropriated to the *Fourth, Fifth and Sixth Classes*, consisting in all of eighty-six boys, which leaves them a space of only 12 x 18 for each *Class*, will appear not only to be over-crowded, but an obstacle to proper and effective teaching.

The Committee would recommend the erection of one or two additional rooms, of equal size with the other rooms, namely, 38 x 18 feet each ; but the native public have been solicited so often for funds for public purposes, that the prospect of realizing any thing further from them is at present very discouraging. I am informed, though not prepared at present to make a positive assertion on the subject, that the Government, in cases where the public have contributed towards half the expense of erecting a School-house, are pledged to contribute to the extent of the remainder. Should my information be correct, I would submit that, as the Dinagopore School-house cost Rupees 3,000, I trust that the Government may reasonably be requested to defray the expense of the additional rooms now required.

The General Examinations were conducted by Messrs. Grant, Dalrymple, Reilly, and Amesbury, assisted by Babus Madhub Chunder Chowdhree, the Sudder Ameen of the District, and Harro Chunder Banerjee, the Sub-Inspector of the Government Vernacular Schools ; the Sudder Ameen having examined the boys in Bengali, and the Sub-Inspector having examined the Sixth Class in English.

**First Class.**—Mr. Reilly states that three boys of this Class, Khan Chunder Muzoomdar, Lazarus Peters, and Harshidhar Dass, having gone to Moorshedabad to compete for Junior Scholarships, were absent; that the remaining boys of this Class were examined partly by Mr. Grant, and partly by himself; that Mr. Grant examined the boys in Geometry, Algebra, and Arithmetic; and that the other subjects, consisting of History, Grammar, Geography, Readings in Poetry, and Translations from Bengali into English, were assigned to him.

“That Mr. Grant was satisfied with the progress which the boys had made generally on the subjects in which he had examined them; that only two, however, were found entitled to the full complement of marks fixed upon as the standard of proficiency; that those two boys having also obtained the largest number of marks on the subjects in which they were examined by Mr. Reilly, they were considered as best entitled to the Prizes allotted to their Class.

“That truth compels him to remark that he found the boys of the First Class extremely deficient in the very rudiments of the English Language. They appear to him, if not to have retrograded, certainly not to have progressed in their learning. Most of them are exceedingly deficient in orthography, so much so that they would disgrace even the Second Class, from which they were promoted last year. It was then necessary to replenish the First Class, owing to the paucity of boys in that Class not affording sufficient employment to the Head-Master; and this may have operated as a reason for so premature a transfer. But the principal reason, Mr. Reilly believes, is that, as spelling does not appear to be a subject in which the boys are examined in the Second Class, the Examiner could not have known of their deficiency. Be that as it may, so serious a defect in the very elements of learning argues a serious defect in our system of teaching, or extreme remissness on the part of the Masters.

“That this remark would apply with more special reference to the Second-Master, as the boys in question were transferred only last year from his Class; and though the same boys have been under the tuition of the Head-Master for a whole year since, I am inclined to suspect, from the very creditable progress they have made in Algebra and Geometry, that the attention of the Head-Master has been chiefly confined to teaching on those subjects, whilst he has neglected what are regarded by Native Masters in general as humber studies, which bring little or no credit to the Teachers.”

Mr. Baily observes with regret, "that the same defect was generally visible in their knowledge of English Grammar; that though several of the boys were able mechanically to repeat the Rules of Grammar, they were totally at fault in applying them when required to originate an English sentence of their own, to correct examples of incorrectness in Grammar, or to translate from Bengali into English."

That with respect to their knowledge of History Mr. Baily states, "that after allowing for bad spelling, bad grammar, bad writing, and fruitless attempts at adopting the actual phraseology of the historians, the general acquiescence of the boys, with the most prominent facts of the era in which they were read, evinced, that they have not been wholly inattentive to this branch of their Studies."

Mr. Baily adds, "that the boys throughout the School are not taught spelling systematically; that they are only discursively asked to spell a word or two from their reading lessons; that the practice of writing from Dictation is altogether neglected; and that to this anomalous system he attributes the orthographical defects he has noticed. He therefore proposes that Carpenter's Spelling Assistant be made a Class-book in the Third and Fourth Classes."

Mr. Baily concludes by quoting the opinion of Babu Madhub Chunder Chowdhree, the Sudder Ameen of the District, respecting the attainments in the Vernacular of the Class under review. The Sudder Ameen states that "the results of the Examination of the boys in the First Class was not satisfactory, that the pupils have not been attentive to their Bengali studies; that only one boy, Tara Prushad Majoondar, was enabled to answer the easy questions he put to them with tolerable accuracy."

*Second Class.*—Mr. Elphinstone Dalrymple, who had examined this Class, states that "the boys generally acquitted themselves with credit; that spelling not being one of the subjects in which it was proposed to examine them, he cannot vouch for their success in that branch of their Education;" and further "that two of the boys were promoted to the First Class." The Sudder Ameen remarks with reference to their Studies in the Vernacular, that the Class as a body has given him satisfaction.

*Third Class.*—This Class was examined by Mr. Amesbury, and that gentleman states that "the boys upon the whole acquitted themselves creditably; that some of them were of good ability; that Chunder Mohun Neogee and Humsunder Chunderbatty should be sent to the Second Class, and Nundkoomar and Chunder Shikur should be removed to a lower

Class." We saw the most salubrious effects of this measure; and so soon as the example may appear, the boys fully deserve it, as they have been in this School from January 1854, and have made no progress whatever since the last Examination. Mr. Amasbury adds that he purposes delivering a Course of Lectures, to commence from May 1857, to the elder Students of the First and Second Classes, for the purpose of educating them as Native Doctors; the elder Students being exceedingly anxious to avail themselves of this advantage.

*Fourth Class.*—Mr. Reilly examined this Class in English, and the Sudder Ameen examined them in the Vernacular. Mr. Reilly states that the boys acquitted themselves in general to his satisfaction.

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The Sudder Ameen states with reference to the boys of this Class, and their Studies in the Vernacular, that "they have made good progress; that they have well understood what they have read, and that the Teacher has been very attentive to their studies." Mr. Reilly also records with pleasure the industry and talent evinced by the Fourth Master, whom he recommends as evincing every indication of future excellence.

*Fifth Class.*—Mr. Reilly examined this Class also, and speaks well of the boys in general, and of the attention paid by the Master, Easun Chunder Sen.

*Sixth Class.*—Babu Hurrechunder Banerjee, the Sub-Inspector of Government Schools in this District, obligingly examined the boys of this Class, and reports well of their progress. The want of an additional Teacher compelled the Head-Master to divide this Class between the Fourth and Fifth Masters of the School. When our funds permit it, we shall gladly embrace the opportunity of supplying the demand.

#### REMARKS BY MR. ROBINSON, INSPECTOR OF SCHOOLS.

The attendance of the pupils, it will be observed, has been very irregular, owing perhaps in some degree to the ravages of Cholera and the prevalence of sickness, but chiefly I believe attributable to the want of any adequate punishment for unnecessary absence. With an aggregate of 143 on the books, the average daily attendance for the year has been only 96.

The general result of the Examination appears to me to be favorable, notwithstanding some disparaging remarks made



in regard to the progress of the boys in certain branches of study. The evils complained of are easily accounted for, and must, I fear, continue to prevail, pending a radical change of system. The one great object kept in view is apparently to bring up a certain number of boys to the standard requisite to enable them to pass the Junior Scholarship test within the shortest possible time; and need we wonder, that Teachers and Pupils seek the attainment of their object by the path most easily accessible—the exercise of the memory. In Geometry, Algebra, and Arithmetic, subjects, it will be observed, in which the memory is more aided by resemblances and contrasts, than in almost any other, Mr. Grant, the Examiner, “was satisfied with the progress which the boys had made.” In History, Mr. Reilly remarks, that “after allowing for bad spelling, bad grammar, bad writing, and fruitless attempts at adopting the actual phraseology of the historian, the general acquaintance of the boys with the most prominent facts of the era in which they were read, evinced that they have not been wholly inattentive to this branch of their studies.” But in Grammar, while with painstaking diligence they appear to have crammed themselves with the barren rules, “they were totally at fault in applying them.”

I would not be understood to disparage the exercise of the memory. It is the undue importance attached to, what is called, a mere local or verbal memory, that I think objectionable, and where the error in our system of education chiefly lies. The faculty properly cultivated, and based upon a correct classification of ideas, doubtless constitutes a distinguishing feature of the truly cultivated mind. But a parrot-like memory, which has been too much regarded as the sign and seal of intellectual superiority, when unusually manifested, seldom fails to counteract the healthful development of all the other powers of the mind; and it follows that the boy whose memory is cultivated at the expense of his judgment, never can become a really useful member of society.

I regret to say I cannot concur with Mr. Reilly in the proposal, that Carpenter's Spelling Assistant should be made a Class-book in the Third and Fourth Classes. No task can be more intrusive to a boy, or be better calculated to disgust him with learning, than to have to commit to memory whole columns of words, in which the only relation between them is their alphabetical arrangement. The niceties of spelling and meaning should, I think, be left to a higher stage of instruction; but the best plan for teaching young children to spell is to get them to write from Dictation the lessons which they have read inasmuch as the eye is a far better guide to correct spelling than the ear; but with the higher Classes, the exercise might with advantage be changed into one of reproducing in writing the lesson of the day. The knowledge which we convey to our pupils has been aptly compared to the ore thrown into the crucible; but the knowledge which we draw from them is the gold after it has been elaborated and refined. Besides being one of the best exercises in spelling and penmanship, the plan recommended will induce habits of attention and reflection, give to the boys a readiness of expression they could not otherwise so easily acquire, and show them how the ideas of others may readily become their own.

The monthly meetings of the Committee, I beg to add, have been held pretty regularly, but the visits of the members, as shown by the Visitors' Books, have not been very frequent.

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## **DARJEELING SCHOOL.**

**FROM THE REPORT OF THE SUPERINTENDENT OF  
DARJEELING, DR. A. CAMPBELL.**

**HEAD-MASTER—MR. W. V. DUNSMORE.**

The establishment of the Darjeeling School was sanctioned by the Government of Bengal, with the concurrence of the Supreme Government. It was opened on the 20th September 1858.

The School was placed under the immediate supervision of the Officiating Superintendent of Darjeeling, Captain H. C. James.

The monthly allowance sanctioned by Government was Rupees 150 a month, to be expended as follows:—Rupees 100 to the Head-Master, Rupees 25 to the Second Master, and Rupees 25 for contingencies. An extra allowance of Rupees 5 a month was sanctioned by the Director of Public Instruction, to be paid to the Second Master out of the Schooling Fees.

The Head-Master is Mr. W. V. Dunsmore, who was appointed by the Director of Public Instruction. The Second Master is Moushee Mahomed Hasheen, who, previous to his being appointed to the Government School, was engaged in giving private instruction to the children of some of the respectable native inhabitants of Darjeeling.

A tabular list of Students, showing their number, caste, and the languages studied by them, is annexed. The decrease in the attendance of the boys since the School first opened is mainly to be attributed to the position and poverty of the parents of the Scholars. Many of these are Sepoys in the Secondry Corps of Sappers, and on their leaving the Station to go on Command, they are obliged to take their children with them; others are so poor, that though at first they allowed their children to attend the School, are now constantly obliged to keep them at home to help

them to perform menial work. The falling-off in the attendance of the scholars on the first opening of the School is scarcely to be wondered at, when it is remembered that the advantages of Education are at present so little understood by the hill-people, but there is no doubt as to the ultimate success of a School at Darjeeling, if pains be taken to point out to the parents the utility of giving instruction to their children.

The Schooling Fees have not hitherto been paid with the regularity which is desirable; there has been difficulty in obtaining from the poor hill-people the small fees demanded, but in future regular payments will be insisted on.

There has been no Public Examination since the opening of the School, but the Officiating Superintendent constantly examined the three Classes. The progress made is fair in the First and Second Class, but the Third Class, is very backward. The boys of the First Class read Murray's Spelling and Reader No. I. In Arithmetic they have got as far as Simple Division. The pronunciation in English is not good, this the Head-Master should attend to.

The Head-Master, Mr. Dunsmure, though anxious to do his best, had, before joining this School, no experience whatever in teaching, hence the little progress made by the Scholars: they learn a great deal too much by rote. The Second Master has not fulfilled the expectations which were anticipated from his success in private teaching before he was appointed to the School. The Head-Master has been recommended as Agent to the School Book Society at Darjeeling.

The School-house sanctioned by Government is being built, at present the School is held in a building rented at Rupees 10 a month.

The above portion of this Report contains the views of the late Officiating Superintendent, who had the entire charge of the School during the period under review.

## GOWALPARAH SCHOOL

FROM THE REPORT OF CAPTAIN AGNEW, PRINCIPAL  
ASSISTANT COMMISSIONER OF GOWALPARAH.

HEAD-MASTER—MR. W. BROWNLOW.

I have the honor to submit the following Report on the Gowalparah School for the year 1856-57.

The Institution is supported partly by funds accruing from local subscription, and partly by a Grant-in-Aid from Government.

The Committee is composed of the individuals mentioned in the margin, and meets when the business of the School demands it. The members also visit the School occasionally.

Captain W. Agnew, Principal  
Assistant Commissioner.  
Dr. G. Ekladale, Civil Surgeon.  
Golam Bokani, Principal Sudder  
Amoon.

Schooling Fees are demanded, the boys of the Bengali Class paying one anna, and those of the English Department four annas each monthly. The total sum collected on this account during the year was Rupees 210-12-0, leaving Rupees 14-10-0 outstanding at its close.

The Instructional Establishment consists of a Head and Second Master for the English Department, two Pandits, and an Urdu Moonshee. All the Teachers have given great satisfaction. Mr. Brownlow is a gentleman of great ability, of whom I cannot speak too highly in every respect. The Head Pandit, Dabu Kalikant Sein, is a very deserving officer, and pays great attention to his duties. He officiated as Sub-Inspector of Schools for some months during the year.

There is no Library attached to the School, but the want of a few standard works for reference is, Mr. Brownlow informs me, much felt, and I would accordingly beg to request the favor of your endeavoring to supply us with the same.

**Remarks of Mr. Benson, Inspector of Schools.**

"The School has continued to make steady progress during the year. It enjoys the advantage of having in Mr. Brownlow a Head Master of superior qualifications, and one whose zeal has been untiring; while the gentlemen composing the Committee have done all that could have been expected of them to promote its well-being."

## **GOWHATTY SCHOOL.**

### **FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—C. SIMONS, Esq.**

**HEAD-MASTER—MR. J. R. D. CAMERON.**

The English Department of the Government School at Gowhatty has been under the management of the present Members of the Committee throughout the year. The only Member who has not served during the entire twelve months has been Major Vetch, the late Deputy Commissioner, who, from ill health, left for Europe on furlough on the 5th March last. He has been re-placed by Major J. Butler, the present Deputy Commissioner. The Committee have proposed an additional Member to their number in Mr. W. S. Hudson, the Joint Magistrate of this District, which measure has not yet received the sanction of Government. Mr. Hudson, however, since the proposal, has attended the Meetings of the Committee, and taken an active part in their proceedings.

The Members of the Committee have met throughout the year on the first Monday of each month, without any interruption. One among their number has taken it by turns monthly to visit the School, by which the progress of the boys and the regularity of attendance in the Masters have been secured.

The only change in the Instructive Department during the year has been the appointment of a Second Assistant Master to teach the junior Classes, which hitherto were taught by the Head and the First Assistant Masters.

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The attendance of the pupils during the year has been as satisfactory as circumstances would admit, although there have been several serious interruptions. The first and foremost was the closing of the School from the 1st May to the 10th July, on account of the repairs to the building. Farther, for the four following months, from the rise of the river and prevalence of sickness, with a number of holidays coming after, the number actually attending School was on an average only thirty-three out of fifty-five on the Rolls.

From the month of November the attendance was more regular and larger, being 44.5 out of 54.5 on the Rolls; this continued to the end of February, after which the number again thinned from the prevalence of Cholera, and kept so till the end of the year.

The Fees and Fines have been collected with much regularity during the year, and there has been an increase of Company's Rupees 27-11-1 over the collections of the preceding year, although the Fees for the months of April and May from the closing of the School were relinquished by the Committee.

The Annual Examination, owing to the thinness of attendances from the prevalence of Cholera, could not be held earlier than the 29th April. It was then conducted by Mr. W. S. Hudson, the Joint Magistrate, Reverend A. H. Danforth, Baptist Missionary, and Mr. W. Robinson, Inspector of Schools. Mr. Danforth undertook to examine the First Class, Sections A. and B., in Algebra, Grammar, and English Literature; Mr. Hudson tested the First Class, Sections A. and B., in Mathematics and Geography, and the Second Class in History, Geography, Grammar, and writing from Dictation; Mr. Robinson examined the Third and Fourth Classes.



The following are the extracts given from the Reports of the Examination :—

Mr. Danforth states " that in the First Class, Section A., there was but one present; in Section B. but three. I examined these in Algebra, Arithmetic, Grammar, Reading both in Prose and Poetry, Spelling, and writing from Dictation. Both Classes were examined in the same studies, with the exception that, in Mathematics, the First Class, Section A., studied Algebra and Section B. Arithmetic.

"The lads passed the Examination in all these studies very creditably indeed. I was gratified to find, that the old parrot system of studying English was giving place to a more intelligent one. The boys really seem to be improving as well as learning, getting ideas as well as words and phrases. The writing had but few mistakes, and was very good indeed. Prose and poetic pieces were read with ease, and on the main appeared to be understood, though they had some difficulty in explaining isolated words. The pronunciation, with few exceptions, was not so good. This part of an English Education will no doubt be of less practical utility to a native than almost any other, and in a community where oral English is seldom heard, is the most difficult to acquire; still it should not be overlooked, especially in a School where the study of English occupies a prominent place. I do not, by any means, imply by this, that pronunciation has not been attended to, but only that more attention should be given to it on account of the difficulties to be surmounted. The spelling was much better than I could have expected. I should judge that more than nine-tenths of the words were spelt correctly. But what most pleased me was the proficiency the boys had made in Grammar, Arithmetic, and Algebra; the answers here were given promptly, and the sums and propositions generally worked out without hesitation. In fact the quickness of perception and rapidity of execution were worthy of the highest commendation. Vulgar Fractions were handled as playthings, while difficult problems in Proportion were solved with a readiness by some of the boys that showed conclusively that they understood what they had been studying. There was, however, much greater difference in the advancement of the boys in these than in any of the other studies. The boys in Algebra have made a good beginning. Grammar seems to be understood much better in the abstract than when applied to Composition.

"It is now over two years since I visited this School, or witnessed an Examination in it. I then despaired of ever seeing English made of any

## GOVERNMENT SCHOOL.

presented advantage to the pupils—indeed, I shall be pardoned, if I say, towards the English Department, at that time, little better than a farce. The change that has taken place is very marked indeed; those who have labored for the good of the School have not labored in vain. The boys seem also in earnest, as well as interested in their studies. From the panic occasioned by the Cholera, the School could not have been examined under more unfavorable circumstances, yet there are not wanting evidences of faithful instruction and good superintendence, and with perseverance, I see not why the School may not soon meet the highest expectations of its warmest friends."

Mr. Hudson in his Report states—"There was only one boy of the Sub-division First Class, Section A., for examination in Geometry, which was entrusted to me, and it gave me great pleasure to observe the systematic manner in which the pupil, *Rajmohan*, went through the task imposed on him, the demonstration of the 48th Proposition of the 1st Book of Euclid, which he seemed thoroughly to understand, and performed very correctly. This lad was also examined in the Geography of Europe, in which he also seemed very *au fait*, pointing out all the principal Cities, Rivers, Mountains, and Lakes, with a facility which was most remarkable, and answering all questions on the subject with great readiness. The Second Class was also examined by me in the History of Bengal, Geography, Grammar, and writing from Dictation, in all of which they gave great satisfaction, particularly in the last study, the errors in orthography being very few, that I at first thought I had been reading out of a book which was familiar to them, but on enquiry, I found it was not so, as it had only that day been laid upon the table. Notwithstanding the very satisfactory manner in which the pupils acquitted themselves, I could not help perceiving their inability to address any person, or even one another in English, and this I think might be remedied, by requiring the boys to make use of no other language than English while attending the English School in addressing one another or their Teachers, as I am confident that, with their present knowledge of the rudiments of the English language, they will in this manner acquire a fluency of speech which will be of great service to them."

Mr. Robinson, in his Report of the Examination of the Third Class, states "that Grammar and Geography appear to have been taught very much by rote, so that though questions were answered pretty correctly from the book, the boys evidently had a very imperfect understanding of

## APPENDIX A.

what they repeated. They read tolerably well, and can translate into Bengali pretty correctly. In Arithmetic they are all slow, and their exercises were done in a very slovenly manner. Their hand-writing is very good, and the piece written in my presence from Dictation was done neatly and with tolerable correctness."

Of the Fourth Class, Mr. Robinson states "that, considering the short time the boys have been under instruction, I believe the progress they have made to be very satisfactory. Their reading was remarkably good, and their pronunciation clear and distinct. The condition of the Class generally does great credit to Ootsubdo Gosain, the Third Master."

"The boys forming the 2nd and 3rd Sections of the Fourth Class are mere beginners, but they seem to have done very well and passed a creditable Examination in Reading, Spelling, and Arithmetic."

The Prizes were distributed on the 4th May to the most successful Students, by the Members of the Local Committee, presided over by Colonel Jenkins. Additional Money Prizes were subscribed and also distributed by the members, amounting to Co.'s Rs. 25.

Notwithstanding the hindrances to the progress of the School during the year from various unforeseen causes, it is satisfactory to the Committee to observe the flattering reports made by the Examiners, who could not have undertaken to test the state of the School at a more unfavorable time than when the Examination was held especially as, in addition to the other circumstances, three of the senior pupils standing above the highest in the First Class, withdrew a short while previously, and the result of whose Examination would have no doubt given a greater éclat to it. Still these Reports show an improvement over the last Examination, and give much encouragement for the Masters to persevere in the zealous manner they have carried on their duties hitherto, and the Committee hope that the assiduous superintendence exercised by Mr. Cameron will not relax, but continue without abatement.

At the recommendation of the Inspector of Schools, N. E. Bengal and Assam, the Government have sanctioned a system of Scholarships for the encouragement of the pupils in the Ver-

## GOVILPATY SCHOOL.

vernacular Schools. Eighteen of these Scholarships have been sanctioned of the value of Rupees 4 each, tenable at the English School, under the control of the Committee, which were to be divided equally among the six best Bengali scholars of the Vernacular Schools in the Districts of Kamroop, Durrung, and Nowgong respectively. Half of the number, according to the Inspector's letter, are to be offered for competition the first year, there being the number for this District. To give effect to this desirable measure, an Examination of the pupils in the Vernacular Department was held, two boys from the Govilpaty School, and one from the Bapi School passed, and were brought on the books of the English Department from the 1st November. It is very satisfactory to the Committee to state, that these boys, Daheeram, Thannessar, and Kateeram, have made excellent progress for the short time they have been under tuition in the English Department. Thannessar and Kateeram were equal in Section B. of the Fourth Class, and carried away the first and second Prizes. They are however not so far advanced as Daheeram, who is the most intelligent and promising of the number.

The School Building was placed under repairs by the Executive Engineer before the close of the last Scholastic year, and as several parts required replacement by new materials, the repairs were not finished before the beginning of July. The pillars also were entirely renewed, as they gave way from the effects of an earthquake and saturation from the rain, which poured on them during the removal of the thatch. The building is now complete and in good order.

Since the Committee have had the control of the School, ninety-five Volumes on different subjects have been added to the Library; they are very interesting and instructive, notwithstanding which, few of the boys avail themselves of the privilege allowed of reading them.

Maps have been also added to the School, and have done much good by affording assistance to the pupils in their geographical studies. A Map of India by Allen and Co., in excellent condi-

tion, was presented by Captain J. H. Barker, Commander of the Flat Sooms.

A proposal for a Play-ground, with the necessary apparatus to afford physical recreation during play-hours, was favorably taken into consideration by the Director of Public Instruction, when he visited the Station in November last. An estimate was directed to be sent in, which has been forwarded, but the sanction has not yet been returned. The Committee hope that such a desirable addition to the School will receive early attention from the proper authorities.

## SEESAGUR SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—R. T. WALLIS, Esq., M. D.

HEAD-MASTER—MR. LIONEL INGELS.

Mr. Lionel Ingels took charge of the School at the latter end of the month of August 1856, and it is from that date the progress of the Scholars ought to be estimated.

The inhabitants of this and the neighboring Zillahs have hitherto exhibited little or no desire to secure to themselves or their children the benefit of English Education; but since the advent of the present Head-Master, combined with the great interest taken by the members of the Local Committee, a spirit of emulation has been awakened. They now gladly and freely send their children to the School, and they view with evident pleasure and approbation their progress and manifest improvement.

The short period during which the pupils of this School have had opportunities of really sound instruction, induced the Committee to consider that a general *visà voce* Examination of all the Classes in succession would be the best mode of testing the general progress of the boys.

The First Class, consisting of five boys, were examined by the Collector, who reports very favorably as to their progress, particularly two, Damoodhur Dutt and Samscondur Dutt, who were far in advance of all the others, and will, the Committee hope, reflect great credit on the School. Two Prizes were awarded. The Second Class were examined by the Secretary, who cannot speak very favorably as to their proficiency. Their reading and pronunciation were very defective, and their other studies require much care and improvement. Now, however, as the Third Class are pressing them

very closely, it is expected at the next Examination considerable improvement will be visible, and that the hints given to their Teacher, Permanunda Dutt, will be taken advantage of. This Class consists of eleven boys, among whom three Prizes were awarded.

The Third Class, consisting of nineteen boys, were examined by Mr. John Thornton, who reported very favorably as to their progress and general proficiency. Their knowledge of Grammar and Arithmetic was particularly good, and they give very good promise of doing justice to their instructor. Three Prizes were awarded.

The Fourth Class, consisting of sixteen boys, and the Fifth Class, consisting of the same number, were separately examined by the Secretary, who reports very favorably as to their progress generally. Their proficiency was very good, but there were some who particularly distinguished themselves. To each of those Classes, two Prizes were awarded.

Friday, 1st of May 1857. This day being notified as that on

Distribution of Prizes. which the Prizes would be distributed,

all the boys of the School, together with their Teachers, &c., were assembled in the new Cutcherry, and in presence of the members of the Local Committee, Omlahs, &c. The Collector distributed the Prizes as awarded by the different Examiners. In addition to the books awarded, there were nine special Certificates granted by the Committee to those boys who particularly distinguished themselves. At the close of the ceremony, the Collector thus addressed them—"Boys, we are this day met together for the distribution of Prizes to those boys who, by their superior attainment, have earned them. I was much gratified at our late Examination with the marked improvement that has already taken place in this School, an improvement that reflects highly to the credit of Mr. Ingels, your Head-Master, to whom I wish to express my thanks for the zealous interest he has taken in the advancement of this Institution. I trust that this day's proceedings, and the distribution of rewards in the presence of your school-fellows and friends, to those who have been found

which this distinction will tend to excite emulation, and that you should remember, the only sure road to your advancement in life is the attainment of knowledge now in your youth, which knowledge should teach you to lead respectable and honest lives."

REMARKS BY MR. ROBINSON, Inspector of Schools.

"The School was placed on its present footing about the end of August last, and the progress made by the pupils during the last eight months appears to have been very satisfactory. With the means at his disposal, Mr. Ingels, the Head-Master, has done quite as much as could have been expected of him, and I feel confident that, under his excellent management, this Institution, which is fast rising in popularity, will before long stand a fair comparison with most of the Zillah Schools in Bengal.

The members of the Committee generally, and Captain Holroyd in particular, have evinced great interest in the prosperity of the School.



## **CALCUTTA PAUTSHALLA.**

**FROM THE REPORT OF THE PRINCIPAL OF THE  
SANSKRIT COLLEGE.**

**HEAD-MASTER—BABU GOPAL CHUNDER BOSH.**

The number of pupils on the Roll of the Pautshalla on the 30th April 1857 was 387.

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During the past Session, children flocked to the Institution in numbers, and at one time its Roll contained as many as 414 pupils. At the close of the Session, the number stood as aforesaid at 387, or 22 in excess of the number of the previous Session, and 137 above that on the 30th April 1855, after which date I took charge of the Pautshalla.

In consequence of the great increase of pupils as above stated, two additional Masters were entertained during the Session.

The Prize Allowance for the Institution was Rupees 20 per annum, but this sum being found quite inadequate, the allowance was raised to twice that amount.

The Institution is becoming more and more popular amongst the Native Community. Notwithstanding the late increase in the rate of Schooling Fees from 8 annas to 12 annas per mensem for each boy, the increase in the number of pupils continues steady.

The Examinations were conducted by Pundit Dwarkanauth Bidyabhoosun of the Sanskrit College, and the result has been highly satisfactory.

Each Class has made a very creditable amount of progress during the Session, and the Superintendent and Pundits deserve great credit for the efficient and zealous discharge of their respective duties.

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## Appendix B.

### I.—Circulars, &c., issued by the Director of Public Instruction.

*[Addressed to the Local Committees of Public Instruction.]*

No. 5.

*Dated 12th May 1856.*

Sir.—With reference to the subject of my Circular, No. 6, dated June 18th 1855, I have now the honor to forward eight lithographed copies of the Form,\* according to which it has been finally determined by the Supreme Government that Statistical Returns of all Colleges and Schools in India are to be prepared and regularly kept up. I request that you will be so good as to fill up this Form and to forward it to the Office of the Inspector of Schools at the conclusion of each Quarter, simultaneously with the Account Current, &c., due for the same period. The first Quarter for which a Return, according to the new Form, will be required, will be the Quarter ending July 31st next.

2. The directions printed on the face of the Form will probably be found sufficient for your guidance. It may, however, be as well to add that, under the head of "Current Expenditure" should be included all the ordinary expenses of the School, including, of course, the value of such Library or Prize Books as may have been actually received during the month, the charge incurred for Scholarships of the School held at any College, &c. To ensure accuracy on this latter point, the Principals of Colleges

have been instructed, immediately on the conclusion of each Quarter, to furnish to all Schools from which there may be Junior Scholarship-holders studying at their College, a memo. of the charge incurred during the Quarter on account of such

3. I need not, I am sure, impress upon the Local Committee the necessity of doing all in their power, to ensure accuracy and completeness in the preparation and punctuality in the transmission of these important and interesting Statistical Returns. It must be borne in mind that they will be incorporated with similar Returns coming from all parts of the Empire; that they will be regularly printed for the information of persons interested and of the public; and that they will thus be subject to an amount of scrutiny and comparison which renders it especially desirable that the greatest care be taken in their preparation.

*[Addressed to the Principals of Colleges.]*

Nos. 1018 to 1022.

*Dated 12th May 1856.*

SIR,—In consequence of instructions recently received from Government, I have the honor to forward herewith eight lithographed copies of a Form,\* according to which it has been determined by the Supreme Government that Statistical Returns of all Colleges and Schools in India are to be prepared and regularly kept up. I request that you will be so good as to fill up this Form and to forward it to this Office on the 1st August next, and immediately on the conclusion of each succeeding Quarter, simultaneously with the Account Current, &c., due for the same period.

\* The form is that shown at

2. In this Report it will be necessary to distinguish the College Department from the Collegiate Schools, and with this view to make each division of the total receipts and expenditures between the two Institutions as may appear proper and calculated to lead to a correct estimate of the cost of Education in each Institution or Department separately. I shall feel obliged by your informing me in what manner you propose to make this separation of accounts so as most conveniently to attain this end.

3. The cost of Senior Scholarships, or Scholarships gained in the College itself, will, of course, be debited against the College; but the cost of Junior Scholarships, or Scholarships gained in Zillah or Collegiate Schools, should be debited against those Schools, even though the Scholarship may be held in the College. I request that, immediately on the conclusion of each Quarter, you will be so good as to furnish to every Zillah School from which there may be Junior Scholarship-holders studying at the College, a memo. of the charge incurred during the Quarter on account of such Scholarships, so as to enable those Schools correctly to make up their Returns.

## FORM OF STATISTICAL RETURN of Governmental and

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the Quarter.			Average daily attendance during the Quarter, exclusive of authorized holidays.	Number of Pupils on the Rolls studying each language at the close of the Quarter.					Monthly Rolls or Name of Publishing Firm.		
			Mahomedans	Others.	Total.		English.	Bengali.						

*N. B.*—Columns 9 to 11 to be filled up with the languages studied in each institution. As nearly as possible only one language; their names will appear twice or oftener in these columns. Never there can be no total.

Column 11 should, in the case of Grant-in-Aid Schools, show the amount of the Government Grant drawn during the quarter; in the case of Government Schools, such amount only as is required to make the Receipts equal to the Charges should be entered in this Column.

If the Totals in Columns 14 and 21 do not agree, the difference must appear either in Column 12 or Column 21, or the case may be. The cause should be briefly stated in the Column of Remarks.

The entry in Column 24 must be found by dividing one-third of the entry in Column 21 by the entry in Column 11. The entry in Column 25, by dividing one-third of that in Column 11 by that in Column 8.



[The following Instructions for the compilation of Returns, as well as of Quarterly Narratives of Progress, were issued to the Inspector of Schools in 1855.]

THE Returns required by the Supreme Government will have reference to all Educational Institutions considered as divided into—

- 1st.—Institutions for imparting a general education, and
- 2nd.—Institutions for special or professional education, as Medical Colleges, Industrial Schools, Normal Schools, &c., &c.
- 3rd.—Each class will be sub-divided into—

- 1.—Colleges or Collegiate Institutions, being places of education possessing the means of educating youths up to at least the Senior Scholarship standard, or (in the case of Institutions for professional education) up to a standard of corresponding difficulty.

- 2.—Superior Schools, or Schools possessing the means of educating up to the Junior Scholarship standard, or a standard of corresponding difficulty. Under this head will, of course, be included Institutions of the rank of Zillah Schools.

- 3.—Elementary Schools not possessing the means of educating, and not professing to educate up to a standard as high as that of the Junior Scholarship. Under this head, Vernacular and other Schools of decidedly lower order and pretensions than Zillah Schools will obviously fall.

Each grade of Institutions will be further distinguished in the Returns according as it is—

- 1st.—Under the entire management of Government, or—
- 2nd.—Under private management, but open to inspection by Government Officers. Schools receiving Grants-in-Aid will manifestly fall under this latter head, and Schools neither aided nor inspected by Government will not be included in the Returns at all.

- 4.—Quarterly Returns of all Institutions below the rank of Colleges will be compiled in your Office in the Form appended, and forwarded to me, as soon as possible, after the expiration of

The Quarter to which they relate. The last Quarter for which Returns will be expected will be the one ending on the 31st Instant.

5.—Should objection be felt by the Managers of any private School, aided or inspected by the Department, to furnishing the details of the information referred to in the Tables, you will, of course, give full consideration to such objection, and, except on strong and manifest grounds, you will not insist on being furnished with information which parties may reasonably desire to withhold. In the case of Government Schools, you will, of course, have no difficulty in obtaining the requisite details in communication with the Secretaries of Local Committees for Zillah Schools, and with the Head Masters of Vernacular or Elementary Schools.

6.—In addition to the Statistical Tables, I request you will have the kindness to furnish me, at the conclusion of each Quarter, i. e., on the 1st of the months of August, November, February, and May, with a brief narrative or review of the principal proceedings of yourself and your subordinates, and of the progress of education generally within your circle of inspection during the Quarter. These narratives should be prepared with a view to their being ordinarily transmitted to Government for its information; and they should, therefore, be not only as succinct and condensed as possible, but also complete in themselves, and not dependent for elucidation upon reference to correspondence with which possibly the Government may not be acquainted.

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[Addressed to the Inspectors of Schools.]

Nos. 969 and 972.

Dated 12th May 1856.

SIR,—It is thought desirable, that the Quarterly Reports furnished to Government from the Education Department should be



drawn up, as much as possible, upon a uniform plan, and that the subjects treated therein should generally follow each other in nearly the same order. With this view I propose to indicate the order in which it will usually be convenient that those subjects should be noticed in your Quarterly Reports.

2. The higher kind of education, as carried on at Colleges and Anglo-Vernacular Schools, might be first taken up. Under this head, the state of the several Government Institutions, as learnt by personal inspection, correspondence, recorded results of examinations, &c., would naturally be described, together with the character of the instruction carried on in them, and the qualifications of the Teachers, special mention being made of particularly deserving individuals. The degree in which these Institutions have been cared for or supervised by the several Local Committees might here be adverted to. Under this head would also be noticed the state of private Schools, and Colleges in the Division, the Grants-in-Aid sanctioned or applied for during the Quarter, and the measures adopted by the Inspector for securing the proper administration and expenditure of these Grants. The training and instruction of Teachers, whether by means of Normal Schools (English or Vernacular), the pupil teacher system, or any other method, might come next in order.

3. Elementary, Indigenous, and Vernacular Schools, and especially those for the lower classes, might next be treated of; under this head, the subordinate points referred to would be nearly the same as those noted under the head of Colleges and English Schools; but more particular reference would perhaps under this head be made to the receipt and expenditure by private persons or bodies of Government Grants-in-Aid.

4. A description of prevailing ideas and prejudices connected with Education, and of the condition of the popular mind generally in the several Districts reported upon, might come next: and this would lead to a recital of such operations and proceedings as had been more especially carried on during the Quarter by means of the Sub-Inspectors. A some mention, probably, of the character

and qualifications of these Officers, their reception by and influence with the people generally, the number of Schools visited by them, and so forth.

5. After this might be noticed measures and means of Education independent of Schools, *e. g.*, Libraries, Book Shops and Agencies, and periodicals and books published or in circulation during the Quarter, or required for educational purposes. Under this head, or following it, the effect of any Government Notifications or Orders designed for the encouragement of education might be adverted to.

6. It would then be proper to notice the assistance rendered to the cause of education by Local Committees and Official persons, either by visits to Schools, appointments bestowed on educated persons, or any other mode in which official and social influence may be usefully exercised; and, lastly, any similar assistance afforded, or beneficial measures adopted by Zemindars or other private persons, should be prominently mentioned.

7. You will understand that it is not intended by these suggestions to prescribe a form or order of Report to be strictly adhered to under all circumstances and never to be deviated from; still less is it intended to preclude an Inspector from noticing any points or subjects which may happen not to be among those mentioned above. The object is only to secure a certain degree of uniformity in the Reports of the several Inspectors, and to guard against the omission, through haste or inadvertence, of any subject of real importance.

8. I would only add a request that marginal references as to the subjects treated of may be added to the principal paras. of your Reports, and that the paras. themselves may be always numbered.

*[Addressed to the Local Committee of Public Instruction.]*

No. 6.

*Dated 17th May 1884.*

SIR,—I have the honor to forward, for your information, copy of the Orders of Government, No. 512, dated 14th Instant, by which certain modifications are made in Sections 2 and 3 of the Rules regarding the duties and responsibilities of Local Committees of Public Instruction.

2. The first change has been sanctioned in consequence of its appearing to the Government that it is at present too much the custom with some Local Committees to consider it of little consequence who acts as their Secretary, and, in consequence, to transfer the duties of that Office, more frequently than is necessary, from one person to another, or to leave them in the hands of some Member who, perhaps, possesses no special qualifications for the post.

3. The Rule will now stand thus :—

“The Secretary to each Local Committee will be appointed by Government, upon the recommendation of the Members of the Committee and of the Director of Public Instruction.”

4. The Committee, when sending up their nomination of a Secretary, will, of course, state in full the reasons upon which it is based, and in the event of the persons recommended not being in the Public Service, they will (as in the case of nominating a new Member of their body) mention his calling or profession, and his social position in the District, stating, at the same time, whether he has evinced beforehand any decided interest in Native Education.

5. In regard to the modification of Rule No. 6, I would request that, immediately on the conclusion of each Quarter, *i. e.*, on the 1st of August, November, February and May, the Visiting

\* See Orders of Government, dated March 31st 1883, and June 5th 1884.

Book for the Quarter may be forwarded by you to the Inspector of Schools of the Division, to be by him transmitted to this Office, or otherwise dealt with according to the instructions he may receive from me. The first page should contain a list of all the persons who have been Members of the Committee during any part of the Quarter, and this will obviate the necessity of furnishing the Inspector with a separate Quarterly List of the Local Committee, as prescribed by Circulars dated 17th May 1854 and 18th June 1855. It will obviously be convenient, in most cases, that the Visiting Book, or part of the Book forwarded as above, should consist of but a few sheets of paper neatly stitched together and adapted to contain the remarks and records of visits of one Quarter. As soon as its contents have been noted by the Inspector and myself, it will be returned to you, to be stitched or bound up with the parts relating to the other Quarters of the same year.

No. 512.

FROM

THE JUNIOR SECRETARY TO THE  
GOVERNMENT OF BENGAL,

TO

W. G. YOUNG, ESQUIRE,  
*Director of Public Instruction.*

*Dated Fort William, the 14th May 1856:-*

SIR,—I am directed to acknowledge the receipt of your letter, No. 938, dated the 9th Instant, and to state in reply, that your proposed amendment of Section 2 of the Rules relating to Local Committees of Public Instruction has the Lieutenant-Governor's full approval, and that the appointments of Secretaries to Local Committees

will, in future, be made by Government, and Gazetted according to your recommendation.

2. His Honor likewise approves of your proposal to make a general modification of Section 6 of the Rules, so that in future all Local Committees shall be required to forward their Visiting Book for your perusal once a Quarter, instead of once a Year, as at present.

I have, &c.,

(Signed) C. T. BUCKLAND,  
Junior Secy. to the Govt. of Bengal.

[Addressed to the Inspectors of Schools.]

No. 1207 to 1210.

Dated 2nd June 1856.

SIR,—I have the honor to forward herewith two (printed) copies of a Circular\* that has recently been issued to all Local Committees of Public Instruction, and to request that you will take care that the injunctions it contains are duly observed by the Committees within your circle of inspection.

2. With respect to its last para., I request that, on receiving the Quarterly Visiting Books of Schools from the several Committees, you will be so good as to incorporate an abstract of the results they exhibit in a Tabular Return of the size and in the form hereto appended; and that you will transmit that Return to this Office, as soon as possible, after the conclusion of the Quarter to which it relates. In acknowledging the receipt of the same, I will instruct you whether to return the Visiting Books to the several Committees, or to send any or all of them to this Office for inspection.

3. The Visiting Books of Colleges will be forwarded by the Principals direct to this Office.

\* No. 6, dated 17th May 1856.

RETURN of Zillah Schools within Mr. \_\_\_\_\_'s Circle of Inspection, visited by Members of Local Committees of Public Instruction, or other persons of influence, during the Quarter ending \_\_\_\_\_ 1856

Name of School.	When visited.	By whom visited.	Abstract of Remarks entered in Visiting Book.	Remarks by Inspector.
Arrah Govt. School	May 3rd 1856	Mr. A. B. Colbr., and Member of the Local Committee	<p>The three first Classes taught in my presence. Results satisfactory, except as regards 2nd Class, the Teacher of which, Baboo C. D., is wanting in energy. School generally in a state of good order and discipline.</p> <p>The Rajah expressed his satisfaction at what he saw, and his intention of sending one of his sons to the School.</p> <p>The Secretary observes that the Registrar, Books and School Records are not kept up with sufficient care and neatness. Head Master admonished on this point.</p>	<p>From what I saw of this School in March last, I am disposed to concur in Mr. A. B.'s remarks.</p> <p>The Rajah is a person of great influence in the District, and was himself educated at the School.</p> <p>The School Records were in good order when I last visited the School.</p>
	May 15th 1856	Rajah E. F., Zemindar of _____, accompanied by Mr. G. H., Magistrate and Secretary to Local Committee.		

[Communicated to the Principals of Colleges.]

Nos. 1541 to 1544.

No. 1540.

To

THE PRINCIPAL OF THE  
KISHNAGHUR COLLEGE.

*Dated 1st July 1858.*

SIR,—In repl, to your letter, No. 109, dated 23rd Ultimo, I have the honor to inform you, that second-year College Students, *i. e.*, Candidates for Senior Scholarships, will be examined in future in all the subjects studied by them during the two years preceding the Examination. The same Rule will apply to fourth-year Students.

[Communicated for information and guidance to the Inspectors  
of Schools.]

Nos. 1793 to 1798

No. 98

FROM

THE JUNIOR SECRETARY TO THE  
GOVERNMENT OF BENGAL,

To

MR GORDON YOUNG, Esquire,  
*Director of Public Instruction.*  
*Lieut. on Board the Lieutenant-Governor's*  
*Facht "Rhetas," the 12th July 1856.*

SIR,—I am directed by the Lieutenant-Governor to acknowledge the receipt of your letter, No. 1567, dated the 5th Instant, submitting, with your observations, a copy of a communication from the Inspector of Schools

in South Bengal, in which he admits that Government will contribute a sum of Rupees 257 towards the erection of a pucca house for the Bhudrokalu Vernacular School, to which a Grant-in-Aid of Rupees 10 a month was accorded in October last.

2. In reply I am directed to state that the Lieutenant-Governor fully concurs with you in thinking that, unless there are peculiar circumstances, calling for such a concession, it is an objectionable application of the principle under which Grants-in-Aid are given for Government to contribute to the cost of erecting houses for Schools to which a pecuniary allowance has been awarded under the Grant-in-Aid system.

3. His Honor accordingly desires that you will make known this view of the question to the several Inspectors of Education subordinate to you, informing them, at the same time, that it is the intention of Government to decline, as a general Rule, to grant money for the construction of School-houses.

4. Under these circumstances, the Lieutenant-Governor must decline to comply with the present application.

I have, &c.,

(Signed) C. T. BUCKLAND,

Junior Secy. to the Govt. of Bengal.

[Addressed to the Principals of Colleges.]

Nos. 1753 to 1757.

Dated 20th July 1856.

SIR,—Referring to my Circulars, Nos. 1048 to 1050, dated 20th May last, and to the replies that have been made thereto, I have the honor to request that, in future, the distinction between the Senior and Junior Departments of the Collegiate School under your control may be considered as done away with, and that the classes of that School may be numbered consecutively from



the first (or highest) to the last. The abolition of the terms "Senior" and "Junior" will not, however, involve any alteration in the rates of fee at present levied in the several Classes.

2. I have likewise to request that the Students in the College Department may, in future, be designated as of the first, second, third and fourth year, according to their standing (or, in the case of Students put back a year, according to the standing of the other lads with whom they are studying), and that they be not in future distinguished by "Classes."

*[Addressed to the Principals of Colleges.]*

Nos: 2036 to 2038.

*Dated 14th August 1856:*

SIR,—With advertence to the replies and returns which have been received from yourself and other College Principals with reference to my Circular, Nos. 1018 to 1020, dated the 12th May last, it appears proper that for the purposes of the Statistical Returns required by Government, two-thirds of the Principal's\* or Officiating Principal's pay and allowances should be considered as an expense of the College Department, and that the remaining one-third should be debited against the College and the Collegiate School, in proportion to the number of pupils in each. The pay of the Head Master, or other Master charged with the duty of superintending the Collegiate School, and of also teaching in the College, may be divided and debited against the two Departments in proportion to the time devoted to each, while the charges for Contingencies, Writers, Servants, &c., may be divided in proportion to the number of pupils in each Institution.

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\* Should the Principal be absent on leave, the portion of pay drawn by him during absence may be divided and debited in the same manner.

*[Addressed to the Local Committee of Public Instruction.]*

No. 7.

*Dated 13th September 1854.*

SIR,—As some misapprehension appears to prevail in regard to the duty devolving upon the authorities in charge of Colleges and Schools with respect to forwarding to this Office applications from persons attached to those Institutions for appointments, or for promotion, increase of pay, &c., I have the honor to state that it is by no means incumbent upon such authorities to forward, as a matter of course, any applications of this kind that may come before them. As a general rule, persons wishing to prefer such applications to this Office should be directed to do so through the medium of the Post (pre-paying the letter), and only in special cases, where there may be strong reasons for supporting the application, or where the local authorities may think it right to offer a specific recommendation of their own on the subject, is a departure from this rule desirable.

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*[Addressed to the Principals of Colleges.]*

No. 2449 to 2503.

*Dated 26th September 1856.*

SIR,—I have the honor to request that you will favor me with a Report on the acquirements of the lads who joined the College this Session, from Mofussil Schools, with Junior Scholarships gained at the last Examination. You will be so good as to mention especially whether their attainments when they joined the College were nearly on a par with those of the Collegiate School pupils who gained similar Scholarships, and were such as might reasonably be looked for from boys who have

passed the Junior Scholarship test; and, if not, in what instance or respects failure has been observed, and to what cause such failure may, in your opinion, be ascribed.

Any marked instance of failure or deficiency as above, should be reported upon in full detail, with a view to such enquiry being made as may seem necessary.

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*[Communicated, for information and guidance, to the Local Committees of Public Instruction and the Inspectors of Schools.]*

No. 8, dated October 21st 1856.

**RULES FOR THE MANAGEMENT OF ZILLAH SCHOOLS  
BY LOCAL COMMITTEES OF PUBLIC INSTRUCTION  
AND THE INSPECTORS OF SCHOOLS, SANCTIONED BY  
GOVERNMENT ON THE 20TH OCTOBER 1856.\***

I. The ordinary current business of each School will be conducted as at present, by the Secretary to the Local Committee of Public Instruction, under the general direction and control of that body, and in accordance with the established rules and practice of the Department.

II. The School will be visited, and the general Yearly Examination conducted, by the Members of the Committee, as at present.

III. Periodical Reports, Returns, &c., will be regularly forwarded to the Inspectors of Schools, as at present.

IV. The Local Committee will henceforward communicate on all subjects (personally or by letter) with the Inspector of Schools in the first instance, instead of with the Director of Public Instruction. Should the Committee and the Inspector agree in opinion on the course to be pursued, and should the proposed course be not at variance with any established rule or practice, it may be at once carried into effect, the matter being subse-

quently reported by the Inspector to the Director of Public Instruction in such manner as the latter may direct.

V. Questions of the following description will, however, not be disposed of by the Local Committee and the Inspector without previous reference to the Director of Public Instruction :—

1. Proposals affecting the Funds and Financial prospects of the School.

2. Appointments to situations the salary of which is Rupees (50) fifty a month or upwards.

3. The grant of leave of absence (except for a day or two) to holders of such situations.

4. The degradation or punishment of any School Teacher whose salary is Rupees (50) fifty per mensem or upwards.

5. Questions of more than ordinary importance, or of decided bearing upon the condition and prospects of Education generally.

6. Questions upon which the Local Committee and the Inspector differ in opinion, and which are not clearly provided for by any rule or established practice.

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*[Addressed to all Local Committees of Public Instruction.]*

No. 9.

*Dated 29th October 1856.*

SIR,—With reference to Section VI. of the New Absentee Rules for the Uncovenanted Service, I have the honor to inform you, that the Government has ruled, that Educational Officers attached to Colleges and Schools that are closed for a vacation of more than one month at a time during the year are (like Judicial Officers) not entitled to "Privilege Leave" under that Section, in addition to such vacation.

2. It has also been decided by the same Authority that leave on private affairs (under Sections VI., VII. and VIII.) cannot be granted so as immediately to follow leave on Sick Certificate.

2. The Government has likewise directed that, whenever a College or School may be closed, except for the authorized vacations, and the Masters released for a time from all duty, their salaries shall be liable to a deduction of half what would be deducted in the case of leave of absence, that is, to a deduction of one-fourth for the time during which the Institution may be closed.

[Addressed to the Inspectors of Schools.]

Nos. 2779 to 2762.

Dated 31st October 1855.

Sir,—With reference to this Office Circular, No. 8, dated 21st Instant, as well as to the Circular of last year, No. 4, dated June 4th 1855, I have the honor to append, for your information, a Memo. of the Assignments of the several Schools under your control.

I also forward, in continuation of the Return published at pp. 28 to 31 of Appendix C. of the General Report for the past year, a list of Teachership Candidates who passed at the Examinations held in the beginning of September. On each occasion of appointing, dismissing, or giving leave to any School Teacher under the new Rules for the management of Schools, you will be so good as to communicate the fact to the Civil Auditor's Office.

3. I take this opportunity of calling your attention to Circular No. 238, dated 5th June 1854. \* lar No. 2\* of 1853, and of appending, for your information, extracts of letters from Government,† indicating the qualifications and considerations that should be borne in mind in nominating new Members of Local Committees :—

“As regards the recommendation, in both cases, for the appointment of Zemindars, on the ground of their having interest and

\* Published at p. 220, of Report for 1852-53.

"In the District, I am directed to observe that the Lieutenant-Governor hesitates to recognize this as constituting a sufficient ground for appointing native gentlemen upon these Committees.

"He thinks rather that it is preferable not to appoint any native gentlemen upon these Committees, except those who may have given, beforehand, some clear and decided evidence of feeling an interest in promoting the education of their country-men, and who may, therefore, be reckoned upon as likely to be something more than mere nominal Members of the Committee to which they are appointed."

\* \* \* \* \*

"With respect to the other three names which appear in your letter, I am directed to observe that the Lieutenant-Governor is disposed to doubt the expediency of placing public servants of the rank to which these persons belong on the Local Committees appointed for different public purposes at Sudder Stations. Except on special grounds, either when there may be something in the social position which such an Officer occupies among his countrymen, or in his character as a public servant, that may be thought to place him above the general run of public servants of his class, and to entitle him to a higher degree of consideration than his official position of itself would give him, the Lieutenant-Governor thinks it preferable, as a general rule, to refrain from giving to such Officers as those in question that position of equality with respect to the other public Officers of the Station which would seem to be indicated by appointing them to be Members of the same Committee."

Translator to the Civil Court.  
Sheristadar of the Civil Court.  
Sheristadar of the Collectorate.

"letter, I am directed to observe  
"that the Lieutenant-Governor is dis-  
"posed to doubt the expediency of

[Communicated for information and guidance to Local Committees of Public Instruction and Inspectors of Schools.]

No. 10.

EXTRACT FROM A DESPATCH FROM THE HON'BLE THE COURT OF DIRECTORS, ADDRESSED TO THE GOVERNMENT OF INDIA IN THE FINANCIAL DEPARTMENT, No. 81 OF 1856, DATED THE 17TH SEPTEMBER.

PARA. 6. The Government of Bombay suggest that, in cases

*Letter dated 26th April 1856, No. 74.*

With reference to the Court's Despatch, dated 20th July 1854, No. 23, sanctioning the grant of Pensions to Servants in the Educational Department, I submit copy of correspondence with the Government of Bombay on points which have been raised by the Director of Public Instruction at the Presidency.

in which the Government pay half the salaries of School-masters, the full rate of retiring Pension computed upon the whole salary may nevertheless

be granted by the State. We cannot adopt this principle with due regard to financial considerations.

7. In cases in which the Masters and Assistant Masters of Schools receive salaries of Rupees 10 per month and upwards, partly paid by Government and partly by local contribution, the Pension from the State, on retirement, must be computed only on the Government share of the salary, according to the length of service. If the Local Funds applicable to the Schools should admit of the Grant, an additional Pension might be given from that source.

Copy forwarded to the Government of Bengal for information and for future guidance on the principle laid down for the grant of Pensions to Masters and Assistant Masters of Schools in the Education Department, who receive salaries of Rupees 10 per month and upwards.

(Signed)

C. HUGH LUSHINGTON,  
Secy. to the Govt of India.

FORT WILLIAM;  
Financial Department,  
The 14th November 1856. }

[Addressed to the Inspectors of Schools.]

Nos. 85 to 88.

Dated 4th January 1857.

SIR,—I have the honor to inform you that, upon my recommendation the Government has recently directed that Prize and Library Books for Schools may, in future, be procured by the Local Committees, or other Authorities in charge of the Schools, independently of the Government Book Agency, and in such manner as may appear to them and to the Divisional Inspector to be best; subject, however, to the condition that the Inspector “will be held strictly responsible for seeing that the Book Allowances of the several Institutions are properly and economically expended.”

2. Sections 2 to 5 of the present Rules\* should now, therefore, be modified, and the following Rules substituted:—

Every Indent for Library and Prize Books should be sent, in duplicate, for approval to the Inspector of Schools, who, should he approve of it, will countersign it, noting, at the same time, how and through what Agency the Books are to be obtained. He will retain one copy of the Indent in his own Office, and return the other to the Local Committee. The Indents should specify, as far as possible, the editions and prices of the several Books required, and should include freight and all other charges.

On receipt of the Books, a bill for their cost should be forwarded by the Local Committee to the Inspector, and by him if approved, passed† and transmitted to the Civil Auditor.

3. The new system will come into operation at the commencement of the ensuing year, i. e., on the 1st of May next from

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\* See page 18, Appendix B. of last Annual Report.

† The Form might be as follows:—

Passed for Rupees —, debitable to the Prize [or Library] Allowance of the School for the year 16 .

A. B.,

Inspector of Schools.



which date the Book Allowances of the several Schools will be at the disposal of yourself and the several Local Committees, subject to the rules and conditions above referred to.

4. The Government Book Agent has been directed to close accounts with the several Schools on the 30th April next, and not to supply any Indents beyond what can be paid for from the Book Allowances up to that date.

*[Addressed to Principals of Colleges.]*

Nos. 47 to 53.

*Dated 9th January 1857.*

Sir,—I have the honor to inform you that, upon my recommendation, the Government has recently directed that Prize and Library Books for Colleges may, in future, be procured independently of the Government Book Agency, and in such manner as may appear to the College Principals, in communication with this Office, to be most expedient.

2. Sections 2 to 5 of the present Rules,\* for the supply of Books, should now, therefore, be modified, and the following substituted :—

#### RULES.

Indents for Library and Prize Books for Colleges should be sent in duplicate to the Director of Public Instruction for approval and counter-signature not oftener than once a Quarter.

The Indents should specify, as far as possible, the editions of the several Books, their English retail price, and their probable cost to the College, inclusive of freight and all other charges. It should also be distinctly stated whence, and through what Agency, it is proposed to obtain the Books.

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\* See page 18, Appendix B. of last Annual Report.

Appended to each Indent should be a Memo, showing the amount available for purchase of Books, as follows:—

	Rs.	A.	P.
Prize [or Library] Allowance for the current } year 1857-58			
Amount of Indents [or Bills] already submitted } and debitable against the above .. }			
Balance available, Rs.			

On the receipt of the Books, a bill for their cost should be submitted to this Office by the Principal, with a certificate as to the Books having been duly received.

3. The new system will come into operation at the commencement of the ensuing year, i. e., on the 1st May next, from which date the authorized Book Allowances will be available as above. Indents for Books intended to be obtained from England, and paid for from the Allowances of 1857-58, may be submitted to this Office at once, or as soon as convenient.

4. The Government Book Agent has been directed to close accounts with the several Colleges on the 30th April next, and not to supply any Indents beyond what can be paid for from the Book Allowances up to that date.

[Communicated, for information and guidance, to the Local Committees of Public Instruction and Principals of Colleges, with an intimation that the English Junior Scholarship Test for 1858 will be the same as that for Entrance to the Calcutta University.]

No. 18.

## CALCUTTA UNIVERSITY.

SUBJECTS FOR THE ENTRANCE EXAMINATION IN ARTS, 1858.

### I. LANGUAGES.

#### *English.*

Cowper's Task.

Southey's Life of Nelson.

#### *Greek.*

Homer's Iliad, Books 1, 2, 3.

Xenophon Cyropædis, Books 1 and 2.

#### *Latin.*

Horace, Odes, Book I.

Salust, Catiline.

#### *Hebrew.*

Book of Genesis.

#### *Arabic.*

Alif Laila.

Nafhat-al-Yaman.

#### *Persian.*

Gulistan.

Bostan.

*Sanskrit.*

Raghurasa.

Kumar Sambhava.

*Bengali.*Life of Raja Krishna Chunder Roy.  
Ramayan.*Hindi.*

The Ramayan.

*Urdu.*

Bagh O'Bahar and Gul-i-bakawali.

The Papers in each Language will include Questions on Grammar and Idiom.

Easy Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

**II. HISTORY AND GEOGRAPHY.**

The Outlines of General History as contained in Marshman's Brief Survey or other similar Works, and the Outlines of Indian History as contained in Murray's History of India or other similar Works.

A general knowledge of Geography and a more detailed knowledge of the Geography of India.

**III. MATHEMATICS AND NATURAL PHILOSOPHY.**

Arithmetic and Algebra.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square Root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Proportion.

Simple Equations.

### GEOMETRY.

The first three Books of Euclid.

### MECHANICS.\*

Composition and Resolution of Statical Forces.

The Simple Mechanical Powers with the Ratio of power to weight in each.

Centre of Gravity.

### IV. NATURAL HISTORY.

A general knowledge of the habits and characteristics of Vertebrated Animals as described in "Patterson's Zoology for the use of Schools," or in any similar Work.

General Economy of Vegetation and the Simple Elementary Organs of Plants as contained in the first 46 Sections of Vegetable Physiology in Chambers's Course, or in any similar Work.

In Branches II. III. and IV., answers may be given either in English or in any other of the Languages in which the Candidate may elect to be examined.

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

*Registrar.*

CALCUTTA UNIVERSITY, }  
The 19th January 1857.

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\* Only a popular knowledge of Mechanics is required.

[Communicated to the Inspectors of Schools.]

Nos. 312 to 314.

Dated the 21st April 1857.

SIR,—I have the honor to acknowledge the receipt of your letter, No. 140, dated 9th Ultime, in which you wish to know whether, in the case of a Grant-in-Aid School, where a surplus accrues from fees beyond what was expected, that surplus may be expended upon Repairs to the School-house and Furniture, Prizes, &c.; and if so, whether this may be done under the authority of the Inspectors only, or whether reference should, in each case, be made to this Office for orders.

2. Having consulted Mr. Pratt, the late Inspector of Schools in South Bengal, I beg to say that I see no objection to such surplus being spent, with the sanction of the Inspector, upon Prizes, Repairs to Furniture, additional Servants or Teachers, or other contingent charges of the kind; but it should not, I think, be spent upon the ordinary repairs of the House. Such repairs, as you observe, the Proprietors of the Schools, when applying for the Grant, bind themselves to execute, and it is only in extraordinary cases, such as that of the Paikpara School, which was damaged by a severe storm, that a violation of this condition should be permitted.

#### AMENDED RULES FOR THE EXAMINATION OF CANDIDATES FOR EMPLOYMENT AND PROMOTION IN THE EDUCATION DEPARTMENT.

1. COMMITTEES for the purpose of examining Candidates for employment and promotion in the Education Department will meet, from time to time, at Calcutta, Dacca, Berhampore, Patna, or such other places as may be fixed upon.

2. The Committee will ordinarily consist of the Divisional Inspector of Schools, the Principal or a Professor of the nearest

College or High School, and, if necessary, some third person, to be appointed by the Director of Public Instruction.

3. Each Candidate will be required to produce such Certificates of good character for the preceding two years or thereabouts, and such credentials for personal identification, as may be deemed by the Examiners to be sufficient. He must also produce satisfactory evidence of having passed some University or Scholarship Examination, as specified below.

4. Candidates shall send in to the Committee their names, &c., in the subjoined Form, at least seven days before the Examination, and they shall, at the same time, pay a Registration Fee of two Rupees.

*Roll of a Candidate for Examination under the Teachership Rules.*

1	2	3	4	5	6	7	8	9
Name and Address.	Age.	Where educated.	Former and present Employments.	Scholarship or University Examinations passed, and other distinctions gained.	What Certificates held by Candidate.	Where and when he desires to be examined.	For what Grade he desires to be examined.	REMARKS.

5. The subjects of Examination will be the Candidate's acquaintance with the Art of Teaching and with the duties of a School-master. In the latter subject, the Examination will be by papers, or *vis à voce*, or both, at the discretion of the Examiners. The Candidate's skill in the Art of Teaching, both in English and the Vernacular, will be practically tested in such manner as may seem proper.

6. After Examination, the Candidates will be ranked in three Grades or Classes, according to their character, acquirements, and general aptitude for conducting the important and responsible duty of Education; and each will receive a Certificate specifying the Grade in which he has been placed.

7. The Third or lowest Class will comprehend all those who have passed the University Entrance Examination in the 2nd Division, or who within four years previously have passed by the Junior Scholarship test, and who likewise show some aptitude in imparting instruction, and explaining difficulties, and some knowledge of a School-master's duties. This Class will be considered eligible to situations of which the salary does not exceed Rupees (50) fifty a month.

8. The Second Class or Grade will consist of those who have passed the University Entrance Examination, and been placed in the 1st Division, and who also exhibit considerable aptitude in teaching and a good general knowledge of the duties of a School-master. They will be eligible to situations of which the salary does not exceed Rupees (150) one hundred and fifty a month.

9. The First Class will comprise those who have passed the B. A. Degree Examination, or have held a Senior Scholarship for not less than two years; and who, in the opinion of the Examiners, exhibit a capacity for imparting an advanced degree of instruction, and for discharging efficiently the duties of Head-master of a School. They will be eligible to situations of which the salary exceeds Rupees (150) one hundred and fifty a month.

10. In the classification of the successful Candidates, due regard will be had to their general character and attainments, as testified by the personal knowledge of the Examiners, the Certificates held by the Candidates, or the marks they may have gained at any previous duly authorized Examinations; and, in each case, the Certificate awarded will state whether the Grade attained by the Candidate is "High," "Medium," or "Low."



11. The result of the Examination will be exhibited in the accompanying Form, and forwarded to the Office of the Director of Public Instruction, as soon as possible, after the Examination.

*Return of Candidates for employment and promotion, examined at*  
on the 185 .

1	2	3	4	5	6	7	8	9	10	11
Names and Addresses.	Age.	Where educated.	Employment at the time of Examination.	Scholarship or University distinction gained, and other distinctions.	PROFICIENCY SHOWN IN KNOWLEDGE OF SCHOOL MASTER'S DUTIES.	ART OF TEACHING IN			Grade of Certificate awarded.	REMARKS.
						English.	Beng.	Ordoo.		

12. In filling up any vacancy in the Department, the holder of a Certificate under these Rules, (especially where he has creditably filled a lower post,) will always be preferred to one not holding a Certificate, when the other qualifications of the Candidates are equal or nearly so; and mere seniority and length of service, when unaccompanied by fitness for a higher office, will in no case be considered to give a right to promotion.

13. Whenever, from the absence of Certificated Candidates, or any other cause, an appointment may be given to a person not holding a Certificate qualifying him for the same, the authority making the appointment will state in the letter of appointment whether the full salary is to be drawn at once, or on the nominee obtaining the requisite Certificate.

14. Any Master employed in a Government College or School will be subject to Examination under these Rules, at the discretion of the Director of Public Instruction.

15. These Rules do not necessarily apply to Offices the salaries of which exceed Rupees (100) three hundred a month, or to the Candidates for such Offices.

W. L. GORDON YOUNG  
*Director of Public Instruction.*

*April 20th, 1857.*

## II.—University Notices.

### SUMMARY OF AIMS AND REQUIREMENTS OF THE CALCUTTA UNIVERSITY.

THE Calcutta University is established for the purpose of holding Examinations and of conferring Degrees and Honors. The actual work of educating its Members is left to the several Colleges and Schools which it holds in affiliation.

#### ENTRANCE EXAMINATION.

2. No one can become a Member of the University until, being sixteen years of age, he have passed the Entrance Examination, and have obtained from the Registrar a Certificate to that effect.

#### ARTS.

3. The Student who has thus become a Member of the University can proceed to the Degree of B. A. only by prosecuting his studies in one of the affiliated Colleges or Schools for at least three years; but in rare and very special cases, the Senate will admit to the Degree of B. A. Students who, though not Members of any affiliated College or School, can give satisfactory evidence that they are of good moral character, and have pursued a regular course of study under qualified tuition during a period of at least four years after entrance.

4. The Degree of B. A. is conferred, at a period of not less than four Academical years after passing the Entrance Examination, on all Members of the University who, having prosecuted their studies for a period of at least three years after Entrance, have passed the B. A. Examination.

5. Candidates for the Degree of B. A. may be admitted to the Examination for such Degree at a period of three Academical years after Entrance; but the Degree itself cannot be conferred within four such years.

6. It is, however, specially provided that, during the first three years after the establishment of the University, the requirements of the three preceding Rules will be dispensed with, and all that will be required from the Candidates for the Degree of B. A. is that they have passed the Entrance Examination and are of good moral character.

7. Candidates, who within five years from the date of passing the Entrance Examination, have been placed in the first of the two Divisions in which all passed Candidates for the B. A. Degree are arranged, may be examined for Honors in any one or more of the several branches determined by the Senate, and set forth at length in their published Regulations, and every Candidate who shall have passed the Examination in Honors, shall be entitled to the Degree of M. A., without further examination or fee.

8. The Degree of M. A. is also conferred on every Graduate, whether of the Calcutta or of any other Indian University, or of any of the Universities of the United Kingdom, who shall have passed the Honor Examination in at least one of the prescribed branches of Examination.

9. The University confers on its Members Degrees also in Law, in Medicine, and in Civil Engineering.

#### LAW.

10. To obtain the Degree of B. L., the only Legal Degree which the University confers, the Candidate must have obtained the Degree of B. A. in one of the Indian or European Univer-

cities; and must produce Certificates of attendance during a term of three years on the whole at the Lectures delivered in some School of Law recognized by the Senate. No Candidate can be admitted to Examination for the Law Degree within one Academic year from the time of his having obtained his Degree in Arts.

#### MEDICINE AND SURGERY.

11. The University confers two Degrees in Medicine—

*First.*—That of Licentiate in Medicine and Surgery.

*Secondly.*—That of Doctor of Medicine.

12. Candidates for the Degree of Licentiate in Medicine and Surgery are required to have passed the Entrance Examination, to have been engaged in professional studies at a School of Medicine during five years, and to have passed two Examinations. The first of such Examinations takes place at a period of not less than two Academic years after the Candidate shall have been engaged in Medical studies. The second at a period of not less than three Academic years after he shall have passed the First Examination.

13. Candidates who shall be placed in the first of the two Divisions in which all passed Candidates for the ordinary Degree of Licentiate in Medicine and Surgery are arranged, may be examined for Honors in any or all of the several subjects determined by the Senate, and set forth at length in the authorized Regulations.

14. Candidates for the Degree of Doctor of Medicine are admitted to Examination only after the production of Certificates that they have obtained the Degree of B. A., whether in this or in any other University, and of their having been engaged in the study or practice of their profession for a period of two years subsequent to their having taken the Degree of Licentiate in Medicine at this University, or a Degree in Medicine or Surgery at any University whereof the Degrees are recognized by the Senate of this University.

15. Special provision is made for those Medical Students who completed their Medical studies on or before March 1856, who may be admitted as Candidates for the Degree, whether of Licentiate in Medicine and Surgery or of Doctor of Medicine, on the production of such Certificates and other documents as are above specified in Paragraphs 11, 12, and 13.

16. It is also provided that, in the case of present Students, the first Pass or Junior Diploma Certificate of the Calcutta Medical College, obtained prior to the publication of these Regulations, shall be taken to be, and shall be, equivalent to the First Examination Certificate of this University.

17. All the present Graduates of the Calcutta Medical College may be admitted to the Examination for the Degree of Doctor of Medicine, who shall produce their Diploma of Graduate of Medicine, and shall prove that they have been engaged for five years in the practice of their profession.

#### CIVIL ENGINEERING.

18. To obtain the Degree of Master of Civil Engineering, before being admitted to Examination, Candidates must have obtained the Degree of B. A. in one or other of the Indian or European Universities, and must produce Certificates that they have passed four subsequent years in the study and practice of the profession, and that of such four years two have been passed in actual professional practice under an Engineer in charge of works.

19. Candidates who shall be placed in the first of the two Classes in which the passed Candidates for the Degree shall be ranged, may, at the expiration of one month after the General Examination, be examined for Honors.

By order of the Vice-Chancellor,

W. GRAYL, M. A.,

*Registrar.*

CALCUTTA UNIVERSITY,

*The 23rd February 1857.*

## ENTRANCE EXAMINATION 1857.

## PASSED CANDIDATES ALPHABETICALLY ARRANGED.

## First Division.

1. Anando Coomar Surtachikary, .. (1)	Dwarkanath Banerjee, .. (1)
Arratoon, J. H. W., .. (14)	Beano, W., .. (13)
Abdul Haseck, .. (2)	Debendernarayan Bose, .. (1)
Abdool Kahanam, .. (3)	*Dwarkanath Dey, .. Master, Garden Reach Aldod Sch.
Abdool Jabbar, .. (2)	Dwarkanath Bysack, .. (12)
Almud, .. (2)	Dwarkanath Bhattacharjee, Teacher, Osterparah School.
Drakomohun Roy, .. (8)	DeLacoste, H., .. (5)
Bhugoban Chunder Chakraborty, (8)	Evans, H. W., .. (4)
Bisachur Bose, .. (1)	40. Gourmohan Bysack, .. (5)
10. Boikantnat. Paul, .. (7)	Gray, H. D., .. (6)
Bhoornbehunder Banerjee, .. (11)	Goswami Lal Sing, Teacher, Sanscrit College.
Bholanath Dutt, .. (11)	Gunnendernath Tagore, .. (11)
Bunkimohunder Chatterjee, .. (1)	Greechunder Coondoo, .. (12)
Bholanath Banerjee, .. (4)	Gungapernad Mookerjee, .. (12)
Bohkuntatnat Dey, .. (1)	Herald, H. Banerjee, .. (11)
Birendrar Mitter, .. (11)	Hemchunder Banerjee, .. (13)
Bonomally Dutt, .. (4)	Isharchunder Nany, .. (8)
Brunato Coomar Ghose, .. (26)	Isharchunder Nandy, Teacher, Hindu Charitable Institution.
Brejeender Coomar Banerjee, .. (7)	50. Isharchunder King, .. (15)
20. Bharnibehunder Bose, .. (15)	Isharchunder Ghose, .. (15)
Budry Das, .. (10)	Jadanath Bose, .. (1)
Callynath Dey, .. (8)	Jegenderchunder Ghose, .. (11)
Chandichurn Bose, .. (8)	Jankinath Sen, .. (12)
Chundermadab Ghose, .. (1)	Jaduchunder Das, .. (23)
Callykrishna Ghose, .. (10)	Kamannath Mookerjee, .. (8)
Callychurn Ghose, .. (1)	Kallikhand Halder, .. (7)
Charles Hall, .. (10)	Kishanohun Mookerjee, .. (11)
Dwarkanath Roy, .. (8)	Khetanath Bhattacharjee, .. (1)
DeCruz, H. J., .. (2)	20. Kishokumal Bhattacharjee, .. (3)
30. DeCruz, L. W., .. (3)	
DeCruz, R., .. (6)	

Kishachunder Roy,	.. (1)	Protachunder Chatterjee,	.. (1)
Khetopal Das,	.. (22)	90. Rajmoneesomar Dutt,	.. (26)
Kallymohun Gupta,	.. (3)	Radhakrishna Bysack	.. (37)
Lalimohun Chatterjee,	.. (6)	Radhakrishna Dutt,	.. (25)
Lalokishunder Das,	.. (27)	Radhagobinda Moitra,	.. (1)
Lethbridge, W. M.,	.. (5)	Rajendernath Bose,	.. (3)
Mohendernath Mitter,	.. (11)	Rajendernath Roy,	.. (3)
Mohenderchunder Dutt,	.. (11)	Ramlall Bose,	.. (12)
1. Mohineymohun Roy,	.. (1)	Ramesh Nath Nundee,	.. (12)
10. Monen lernath Bose,	.. (1)	Rohin Bhusak,	.. (2)
Mahomed Ali,	.. (2)	Ramlall Misra,	.. (28)
Nahmonee Banerjee,	.. (1)	100. Stephen, M. J.,	.. (8)
Narainchunder Nundee,	.. (16)	Stephen, A. J.,	.. (8)
Nundee-somar Bhattacharjee,	.. (22)	Sykes, G. S.,	.. (6)
Nobuchunder Day,	.. (12)	Saradapomand Banerjee,	.. (23)
Nihnadab Mitter	.. (16)	Shamlall Mitter,	.. (11)
Omritolal Mitter,	.. (11)	Sturmer, E.,	.. (6)
Omachurn Dutt,	.. (27)	Sreochunder Ghose,	.. (1)
Opendernath Mitter,	.. (12)	Shomenath Mookerjee,	.. (8)
10. Omachurn Addy,	.. (12)	Shishucomar Ghose,	.. (12)
Omesachunder Sircar,	.. (15)	Sattendernath Tagore,	.. (11)
Partridge, E. C.,	.. (6)	110. Sumbhuochunder Roy,	.. (26)
Phillips, D. H.,	.. (6)	Taranyersand Roy,	.. (4)
Parbattysonar Mitter,	.. (1)	Twidale, H.,	.. (6)
Preonath Dutt,	.. (1)	Tyler, J. W.,	.. (6)
Prosunocomar Sen,	.. (18)	Tarachand,	.. (10)
Prosunocomar Das,	.. (27)	Waller, E. D.,	.. (6)
Phillips, A.,	.. (14)		

### Second Division.

Andhorchunder Das,	.. (16)	Callytur Mookerjee,	.. (12)
Adawlut Khan,	.. (9)	Callypersad,	.. (26)
Basantchunder Das,	.. (8)	Dibbanath Bose,	.. (11)
Bhoirachunder Audy,	.. (5)	10. Duccury Ghose,	.. (12)
Bamachurn Banerjee,	.. (11)	Dusarknath Mookerjee,	.. (12)
Caaminath Ghosal,	.. (22)	Fakorchand Roy,	.. (12)

Gopalschander Bysack, .. (11)	Gurukul Moharjee, .. (12)
Gopalschander Biswas, .. (15)	Gurukul Banerjee, .. (12)
Harekrishna Bagchi, .. (9)	Gurukul Roy, .. (12)
Hockoomat Roy, .. (10)	Gurukul Chatterjee, .. (15)
Jagdebundho Roy, .. (8)	Fakymohan Bose, .. (13)
Jadunath Ghose, .. (13)	Ranidil Banerjee, .. (21)
Jadunath Mitter, .. (30)	Ramchander Gangooly, .. (21)
30. Kodarnath Chatterjee, .. (30)	Ramakrishna Chatterjee, .. (3)
Luckhinarayan Bose, .. (22)	Rajkrishna Moharjee, .. (12)
Mahabynmohan Chuckerbutty, .. (21)	40. Rabinchandra Ghosh, .. (2)
Mohendernath Mitter, .. (22)	Ramesh Chandra Ghosh, .. (21)
Mohendernath Ghosal, .. (22)	Rameshchandra Roy, .. (8)
Mudhanand Ghose, .. (22)	Satishchandra Sen, .. (1)
Mohendraloll Gupto, .. (12)	Shibchandra Mohandas, .. (1)
Nobonopal Mitter, .. (11)	Sankarbhushan Sircar, .. (16)
Nanduloll Ghosal, .. (11)	Toonoodas Dutt, .. (11)
Narinder Comar Das, .. (30)	47. Turanychurn Moharjee, .. (22)
30. Nanduloll Dhole, .. (30)	

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

Registrar.

CALCUTTA UNIVERSITY, }

The 4th May 1857. }

*The figures after the names of Candidates denote the Institutions to which they belong, as noted below.*

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. Presidency College.        | 5. Berhampore College.              |
| 2. Calcutta Madrasah.         | 16. Delhi College.                  |
| 3. Sanskrit College.          | 17. Hindu College.                  |
| 4. Civil Engineering College. | 12. Calcuttiah Branch School.       |
| 6. Bishop's College.          | 18. St. Paul's School.              |
| 6. Davison College.           | 14. La Martiniere.                  |
| 7. Serampore College.         | 15. Free Church Institution.        |
| 8. Dacca College.             | 16. General Assembly's Institution. |



- |  |                                 |
|--|---------------------------------|
| 17. Oriental Seminary.                                   | 24. Bansodrah School.           |
| 18. London Missionary Society's Institution, Bhownipore. | 25. Burdwan Maharajah's School. |
| 19. Ootparah School.                                     | 26. Jessore School.             |
| 20. Rully Aided School.                                  | 27. Chittagong School.          |
| 21. Jonye School.  | 28. Patna High School.          |
| 22. Barasat School.                                      | 29. Deauloh School.             |
| 23. Comipore Aided School                                | 30. Privately Educated.         |

## SUBJECTS FOR THE ENTRANCE EXAMINATION IN ARTS, 1858.

### I. LANGUAGES.

#### *English.*

Cowper's Task.

Southey's Life of Nelson.

#### *Greek.*

Homer's Iliad, Books 1, 2, 3.

Xenophon Cyropaedia, Books 1 and 2.

#### *Latin.*

Horace, Odes. Book I.

Sallust, Catiline.

#### *Hebrew.*

Book of Genesis.

#### *Arabic.*

Alif Laila.

Nafhat al Yaman.

#### *Persian.*

Gulistan.

Bostan.

*Sanskrit.***Raghuvansa.****Kumar Sumbhava.***Bengali.***Life of Raja Krishna Chunder Roy.****Ramayun.***Hindi.***The Ramayun.***Urdu.***Bagh O'Bahar and Gul-i-bakawali.**

The Papers in each Language will include questions on Grammar and Idiom.

Easy sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

## II. HISTORY AND GEOGRAPHY.

The Outlines of General History as contained in Marshman's Brief Survey or other similar Works, and the Outlines of Indian History as contained in Murray's History of India or other similar Works.

A general knowledge of Geography and a more detailed knowledge of the Geography of India.

## III. MATHEMATICS AND NATURAL PHILOSOPHY.

Arithmetic and Algebra.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square Root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Proportion.

Simple Equations.

## GEOMETRY.

The First three Books of Euclid.

## MECHANICS.\*

Composition and Resolution of Statical Forces.

The Simple Mechanical Powers with the Ratio of power to weight in each.

Centre of Gravity.

## IV. NATURAL HISTORY.

A general knowledge of the habits and characteristics of Vertebrated Animals as described in "Patterson's Zoology for the use of Schools," or in any similar Works.

General Economy of Vegetation and the Simple Elementary Organs of Plants as contained in the first 46 Sections of Vegetable Physiology in Chambers's Course, or in any similar Work.

In Branches II., III. and IV., answers may be given either in English or in any other of the Languages in which the Candidate may elect to be examined.

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

*Registrar.*

CALCUTTA UNIVERSITY, }  
The 19th January 1857. }

SUBJECTS FOR THE BACHELOR OF ARTS DEGREE  
EXAMINATION 1858.

## I. LANGUAGES.

*English.*

Shakspeare...	Macbeth,
Dryden, ...	{ Cymon and Iphigenia.
	{ Flower and the Leaf.
Addison ...	Essays from the Spectator.

\* Only a popular knowledge of Mechanics is required.

*Greek.*

- Sophocles . . . Antigone.  
 Herodotus . . . { Book 7, Polymnia.  
                           { Book 8, Urania.

*Latin.*

- Virgil . . . Aeneid, Books 1 to 6.  
 Cicero . . . 4. Orations against Catiline.

*Hebrew.*

- Deuteronomy. Daniel I—VII.  
 Isaiah I—XXXIX. Proverbs.  
 Psalms 1—XLI.

*Arabic.*

- Ikhwân al Safa, Soyuti's Tarih al Khulfa.

*Persian.*

- Sekandar Nameh, Abu-al-Fazl's Letters.

*Sanskrit.*

- Kuatarjuniya, Viracharita.

*Bengali.*

- Batrish Singhasan, Purush Parikhya, Mahabharat, Books 1 to 3.

*Hindi.*

- Tulsee Krit Ramayan (the Balk Khand and Ayadhya Khand.)  
 Subha-bilas.

*Urdu.*

- Bagh-o-Bahar.  
 Davan-i-Souda.  
 (Kasidahs.)

The Papers in each Language will include Questions on Grammar\* and Idiom.

Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

## II. HISTORY.

The Principles of Historic Evidence as treated in Isaac Taylor's two Works on the subject, or other similar books.

The History of England, (including that of British India) to the end of 1815.

Elphinstone's History of India.

Ancient History, with special reference to the History of Greece to the death of Alexander, the History of Rome to the death of Augustus, and the History of the Jews.

The Historical Questions will include the Geography of the countries to which they refer.

## III. MATHEMATICS AND NATURAL PHILOSOPHY.

### *Arithmetic and Algebra.*

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square-root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Simple and Quadratic Equations, and Questions producing them.

Algebraical Proportion and Variation.

Permutations and Combinations.

Arithmetical and Geometrical Progression.

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\* For Sanskrit, instead of the older Grammar, such Works as Ishwar Chandra Sharma's two Grammars, or that of Mr. Williams'; and for Bengali, Ramnath Roy's, Dr. Yates', or Shamashurn Sirkar's Grammar, will be used in the Examination.

**Binomial Theorem.**

Simple and Compound Interest, Discount, and Annuities for terms of years.

The nature and use of Logarithms.

*Geometry.*

The first six books of Euclid, and the eleventh book to Prop. XXI., with deductions.

Conic Sections.

*Plane Trigonometry.*

Solution of all Cases of Plane Triangles.

The expression for the Area of a Triangle in terms of its sides.

*Mechanics.*

Composition and Resolution of Forces.

The Mechanical Powers.

The Centre of Gravity.

The General Laws of Motion.

The motion of falling bodies in free space and down inclined planes

*Hydrostatics, Hydraulics, and Pneumatics.*

Pressure of liquids and gases, its equal diffusion and variation as the depth.

Specific Gravity.

Description and explanation of the barometer, siphon, common pump, forcing-pump, air-pump, and steam-engine.

*Optics.*

Laws of Reflection and Refraction.

Formation of images by simple lenses.

*Astronomy.*

Elementary knowledge of the Solar System, including the phenomena of Eclipses.

## IV. PHYSICAL SCIENCES.

*Chemistry.*

The Atmosphere, its general nature and condition; its component parts—Oxygen and Nitrogen; their properties, water and carbonic acid, proportion of these substances in the air.

Chlorine and Iodine, as compared with Oxygen.

Water; its general relation to the atmosphere and earth; its natural states and relative purity; sea water, river water, spring water, rain water, pure water; effects of heat and cold on it; its compound nature, its elements.

Hydrogen; its nature and proportion in water; its presence in most ordinary fuels; its product when burnt.

Sulphur, phosphorus, and carbon, generally.

Nitric acid, sulphuric acid, carbonic acid; their elements.

Hydrochloric or muriatic acid

Alkalies, earths, oxides, generally.

Salts; their nature generally; sulphates; nitrates; carbonates.

Metals generally; iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

Powers of matter; aggregation; crystallization; chemical affinity; definite equivalents.

Combustion; flame; nature of ordinary fuel; chief results of combustion, *i. e.*, the bodies produced.

Heat; natural and artificial sources; its effects; expansion; solids, liquids, gases, thermometer, conduction, radiation, capacity, change of form, liquefaction, steam.

*Animal Physiology.*

As contained in Knox's Translation of Milne Edwards' Zoology, or other similar Works.

*Physical Geography.*

Physical Geography, as contained in Hughes, or any other similar Work.

## V. MENTAL AND MORAL SCIENCES.

*Logic.*

The Elements of Logic, as contained in Whately, or any similar Work.

*Moral Philosophy.*

Moral Philosophy, as contained in Wayland, Abercrombie, or any similar Work.

*Mental Philosophy.*

Mental Philosophy, as contained in Abercrombie, Dr. Payne, or any similar Work.

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

CALCUTTA UNIVERSITY, }  
The 2nd March 1857. }

Registrar.

## SUBJECTS FOR THE BACHELOR OF ARTS DEGREE EXAMINATION 1859.

## I. LANGUAGES.

*English.*

Milton's Paradise Lost . . Books 1 to 6 inclusive.

Pope

{ Essay on Criticism.  
... { Gray as in Richardson.

Defoe

... History of the Plague.

Macaulay's Essays

{ 1. War of the Succession in Spain.  
... { 2. William Pitt.  
          { 3. The Earl of Chatham.



*Greek.*

Demosthenes	... De Corona.
Æschines	.. De Corona.
Euripides	.. Medea.

*Latin.*

Horace	.. Odes, Books 1 to 4 inclusive.
Tacitus	{ Agricola.
	{ Germania.

*Hebrew.*

a, with the Targum of Onkelos, on the last nine Chapters.

Isaiah XL.—LXVI.

Psalms XLIII.—LXXXIX.

Job.

*Arabic.*

Ikhwân al Safa, Soyuti's Tarikh al Khulfa.

*Persian.*

Sekandar Nameh, Abu-al-Fazl's Letters.

*Sanskrit.*

Kiratarjuniya, Viracharita.

*Bengali.*

Probooth Chandrika, Ramayan, Books 1, 2, 3.

*Hindee.*

Tulseekrit Ramayan (the Balk Khand and Ayadhya Khand.)  
Subha-bilas.

*Urdu.*

Bagh-O-Bahar.

Davan-i-Souda.

(Kasoodsha.)

The Papers in each Language will include Questions on Grammar\* and Idiom.

Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

## II. HISTORY.

The Principles of Historic Evidence as treated in Isaac Taylor's two Works on the subject, or other similar books.

The History of England, (including that of British India,) to the end of 1815.

Elphinstone's History of India.

Ancient History, with special reference to the History of Greece to the death of Alexander, the History of Rome to the death of Augustus, and the History of the Jews.

The Historical Questions will include the Geography of the Countries to which they refer.

## III. MATHEMATICS AND NATURAL PHILOSOPHY.

### *Arithmetic and Algebra.*

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square-root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Simple and Quadratic Equations, and Questions producing them.

Algebraical Proportion and Variation.

Permutations and Combinations.

Arithmetical and Geometrical Progression.

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\* For Sanskrit, instead of the older Grammars, such Works as Ishwar Chandra Sharma's two Grammars, or that of Mr. Williams; and for Bengali, Kamanobun Roy's, Dr. Vates', or Shamachurn Sirkar's Grammar, will be used in the Examination.

**Binomial Theorem.**

Simple and Compound Interest, Discount, and Annuities for terms of years.

The nature and use of Logarithms.

*Geometry.*

The first six books of Euclid, and the eleventh book to Prop. XXI. with deductions.

Conic Sections.

*Plane Trigonometry.*

Solution of all cases of Plane Triangles.

The expression for the Area of a Triangle in term of its sides.

*Mechanics.*

Composition and Resolution of Forces.

The Mechanical Powers.

The Centre of Gravity.

The General Laws of Motion.

The motion of falling bodies in free space and down inclined planes.

*Hydrostatics, Hydraulics, and Pneumatics.*

Pressure of liquids and gases, its equal diffusion and variation as the depth.

Specific Gravity.

Description and explanation of the barometer, siphon, common pump, forcing-pump, air-pump, and steam engine.

*Optics.*

Laws of Reflection and Refraction.

Formation of images by simple lenses.

*Astronomy.*

Elementary knowledge of the Solar System, including the phenomena of Eclipses.

## IV. PHYSICAL SCIENCES.

*Chemistry.*

The Atmosphere, its general nature and condition ; its component parts—Oxygen and Nitrogen ; their properties, water and carbonic acid ; proportion of these substances in the air.

Chlorine and Iodine, as compared with Oxygen.

Water ; its general relation to the atmosphere and earth ; its natural states and relative purity ; sea water, river water, spring water, rain water, pure water ; effects of heat and cold on it ; its compound nature ; its elements.

Hydrogen ; its nature and proportion in water ; its presence in most ordinary fuels ; its product when burnt.

Sulphur ; phosphorus and carbon, generally.

Nitric acid, sulphuric acid, carbonic acid ; their elements.

Hydrochloric or muriatic acid.

Alkalies, earths, oxydes, generally.

Salts ; their nature generally ; sulphates ; nitrates ; carbonates.

Metals generally ; iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

Powers of matter ; aggregation ; crystallization ; chemical affinity ; definite equivalents.

Combustion ; flame ; nature of ordinary fuel ; chief results of combustion, *i. e.*, the bodies produced.

Heat ; natural and artificial sources ; its effects ; expansion ; solids, liquids, gases, thermometer, conduction, radiation, capacity, change of form, liquefaction, steam.

*Animal Physiology.*

As contained in Knox's Translation of Milne Edward's Zoology, or other similar Works.

*Physical Geography.*

Physical Geography, as contained in Hughes, or any other similar Work.

## V. MENTAL AND MORAL SCIENCES.

*Logic.*

The Elements of Logic, as contained in Whately, or any similar Work.

*Moral Philosophy.*

Moral Philosophy, as contained in Wayland, Abercrombie, or any similar Work.

*Mental Philosophy.*

Mental Philosophy, as contained in Abercrombie, Dr. Payne, or any similar Work.

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

CALCUTTA UNIVERSITY, }  
The 2nd March 1857. }

Registrar.

## AFFILIATION.

*All Applications for Affiliation must be accompanied by—*

1. A statement showing the present instructive Staff and the course of Study in all branches during the last two years at least, provided the Institution have existed for such a period.
2. A declaration from the Managers, Principal, or Head Master, that the Institution has the means of educating up to the standard of the B. A. degree; and such declaration, before being sent to the Registrar for the ratification of the Senate, must be counter-signed by at least two Members of the Senate.

By order of the Vice-Chancellor,

W. GRAPEL, M. A.,

Registrar.

CALCUTTA UNIVERSITY, }  
The 12th February 1857. }

## Appendix C:

### REPORT UPON THE SCHOLARSHIP EXAMINATIONS OF THE GOVERNMENT COLLEGES AND SCHOOLS.

To

W. GORDON YOUNG, Esq.,  
*Director of Public Instruction in Bengal.*

July 12th 1857.

SIR,

We have the honor to forward, herewith, two Tabular Statements showing the numerical results of the recent Examinations for Senior and Junior Scholarships, which have been wholly or in part conducted by us, according to your request.

2. In the Table of the Junior Scholarship Examination, we have included the results of the *Entrance Examination* of the Calcutta University, so far as relates to those students who were also candidates for Scholarships, except in the case of *History*. On this subject, according to your instructions [Circular No. 12, January 27th,] we have substituted the results of the *History Examination* conducted by ourselves, in place of those awarded by the University Examiners. Owing probably to some misconception, five students of the Hindu, Colootollah and Jonye Schools did not enter into our Examination in *History*; and we have thought it right to give them the marks awarded by the University Examiners. The candidate from the Hindi School gains a Scholarship without these marks; but the concession is of no advantage to the others. *Natural Philosophy* not being included in the Junior Scholarship Programme, the marks gained for it in the University Examination, are of course omitted from our Returns.

3. The answers to the papers on the *English* and *Vernacular Languages* were valued on the standard of 100 marks for each Language; and those of the Oral Examination, in each case at 50; but the combined results we have inserted in our Tables, on the standard of 100 in each Language. The same arrangement has been made in *History* and *Geography*. The result of the Oral Examination in English of *Mohendronath Mitter*, Baraset School, is not given in the University Returns; but as the aggregate of his numbers is short of the Scholarship minimum of 50 per cent. by 42 marks, the loss of this result, judging from the average value of his answers in other subjects, is apparently of no consequence. In *Pure Mathematics* but one paper was set, and one in *Zoology*, each of them being valued at 50 marks. The University results in the former of these branches, as well as in *Geography*, were calculated on a different standard, from which we reduced them to the scale of 50 first mentioned.

4. We would take the liberty of suggesting to you, that no student should be considered qualified for a Junior Scholarship, who does not gain at least one-fourth of the standard number of marks in each single subject of the Examination, whatever the aggregate value of his answers may be. The general proficiency of a student, who fails to attain this low standard in the elementary studies prescribed for the Junior Scholarship course, must be reckoned so poor, that to give him a Scholarship would, we fear, tend to depreciate the honor in public estimation. Should you think it unfair to act on this suggestion now, since no previous notice of such a rule has been given, we would suggest that at all events, the rule may be adopted in future Examinations.

5. You will perceive that this year, for the first time, an Oral Examination has been held in the Vernacular Languages; and at first sight it may appear as proper in the Vernaculars as in English. But from

certain circumstances that have fallen under our own observation, we rather doubt the usefulness of an Oral Examination in either case. Though similar questions may be put, different Examiners present these questions in the numerous localities in which the Examination is held: Each of these Examiners has his own standard of what constitutes a proper answer, such as ought to be expected from candidates for Junior Scholarships: The consequence has been a glaring disproportion between the results of the oral and written answers of the same student, and between the oral results of two students whose written papers are of the same value. In one case the good nature of an Examiner helps a student to a Scholarship; in another, the severe exactness of a different Examiner, deprives a student of the coveted reward; though the two candidates may possess the same amount of competency. Such results seem to us to throw great doubts over the entire system of Oral Examinations not conducted by the same Examiner.

6. Considering the nature of the questions in *English Literature*,

Senior Scholarship.

English Literature.

proposed this year for the SENIOR SCHOLARSHIP Examination, we think the results in this subject to be, on the whole,

creditable; though it would have been more satisfactory to find the average result of all the Colleges better than it now is. The students of the Presidency College have done best, one-third of

Taraprasad Chatterjee .. 80 Pra.  
Gobinprasad Doss .. 50 Dac.  
Bishnu Chunder Dutt ... 55 Kr.  
Saroda Bhoomu Sangal ... 50 Bor.

them having gained more than 50 per cent. of the value of the Examination. The names of the best student in each College,

with the marks awarded, are given in the margin.

In respect also to *English Composition*, as shown by their answers both in Literature and History, the senior candidates, we are happy to find, occupy a good position, and deserve our approval. We still think, however, that there is much room for improvement, especially as to the valuable habit of correctness and neatness of writing. After making reasonable allowance for



## APPENDIX C.

the hurried composition of the Examination Room, we consider that much of the bad syntax, inaccurate spelling, and strange writing that have passed under our notice, must be laid to the score of mere carelessness.

7. We would draw your special attention to a prominent

History.

Learning of the Text-  
books.

feature of the *History* answers. While many of the candidates taxed their memory greatly in recalling the bare facts of History, and in re-producing to a considerable extent the words of the Text-books they have used, very few were found able and willing to cope with that higher class of questions, purposely introduced to draw forth their own judgment on the reasons, motives, principles, and results with which those facts are connected. We should have liked to find these advanced students more able to exercise their own judgment on these things; to view facts in their different bearings; fully acquainted with the general principles of government, the general principles of law, and in fact all those things which tend to make History a really useful study. Apart from the pleasure and profit of such studies to every one who prosecutes them, no labour bestowed upon them can be reckoned as thrown away. The University of Calcutta amply recognises their worth; and allows a student, if he is so disposed, to obtain the final Degree of M. A. in the subject of History alone.

8. On the whole, however, the Examination in History was

Examination satisfac-  
tory.

passed in a creditable manner by nearly all the candidates for Senior Scholarships, and by a large number of those who sought the Junior. It was of course amongst the latter that the exercise of mere verbal memory was most conspicuous; but many had evidently laboured hard to secure the prize for which they had entered. The Senior Scholarship candidates, however, gave by far the greatest satisfaction: Many of the questions put to them, going over a wide range in Greek, English, and Indian History, were calculated to test severely

# APPENDIX C

the care wherewith the study had been prosecuted over more than one year of College life. We observe with pleasure, that the fullest and most accurate answers given, were in the History of India. It has often been urged in reproach against Education in India, that whilst the student is familiarised with the events of Roman, Gracian and English History, due prominence is not given to the History of his own land. Whatever the justice of the reproach in times past, we congratulate all concerned on the happy evidence which the papers before us furnish, that it is not deserved at the present time by those whom we have examined.

9. The students of two of the oldest Colleges in Bengal, the Presidency and Dacca Colleges, have  
*Best students.* acquitted themselves best in History, the

former Institution taking the lead this year, as the other did the last. Of the twenty-one candidates who came up to the Examination from the Presidency College, eight have gained more than two-thirds of the maximum standard number of marks, ten others more than one-half, and but two have come a little below the minimum of 50 per cent., entitling to a Scholarship.

The Presidency College, Tantraprasad Chatterjee	88
„ Dacca ditto, Umbica Churn Mozumdar	77
„ Kishnaghur ditto, Bishnu Chunder Dutt	76
„ Barhampore ditto, Saroda Bhosun Saengal	74

We give in the margin the names of the best students in each Col-

lege, with the marks severally gained by them.

10. The Vernacular questions were, this year, in a great measure assimilated to those in English Literature; and in examining the answers, stress has, in like manner, been laid on a familiarity with the Text-book, whilst the student's knowledge of the grammatical construction of the Language, its etymology and idioms, and his ability to translate idiomatically from and into English, have also been carefully tested. The result is in general very satisfactory. The best student of

Senior Scholarship Examination in the Vernacular.

the year in the Vernacular is Bishnu Chunder Dutt, of the Kishnaghur Col-

The Kishnaghur College..	{ Bishnu Chunder Dutt .. 73	lege; but we deem the fact worthy of special notice, as very creditable to the Presidency
	{ Soeta Nath Mookerjee .. 72	
Presidency ditto ..	{ Protap Chunder Chatterjee .. 71	
	{ Shama Chandra Ganguly .. 68	
Dacca ditto ..	{ Gobin Chunder Doss .. 67	
	{ Muddu Mohun Gupto .. 64	
Berhampore ditto ..	{ Cally Mohun Chowdry .. 61	
	{ Pajohunder Sengul .. 52	

College, that every one of its twenty-one candidates has gained above 50 per cent. of the value of the questions proposed. The Table in the margin shows the two best students of each College, with the marks they have obtained.

11. We have judged it right to cancel the questions in Senior Scholarship Examination. Hydrostatics and Optics, and have valued the answers to the paper in Mechanics on the standard of 100 marks. In setting the papers in Natural Philosophy, we had regard to the Senior Scholarship standard of 1856-57, which is the same as that prescribed by the Senate of the Calcutta University for the B. A. Degree Examination of 1858; and this again is taken from the London University standard for the same Degree. The kind of questions therefore, which should be set, and the amount of difficulty in them, were determined by a reference to the Examination papers of this University for the B. A. Degree and for the Pass and Honor Matriculation Examinations. The book-work questions are identical with those set at such Examinations; and the Problems are of the same order of difficulty. A comparison in parallel columns, of these papers, is hereto annexed, which, at a glance, proves the fact. The questions in Mechanics were answered satisfactorily by all the candidates; but those in Hydrostatics and Optics fairly by the Kishnaghur and Berhampore students alone, and very imperfectly by the others. The cause of failure was found to be in the Text-book, rather than in the students: Schoedler's "Book of Nature" is much too elementary for the standard which it is expected the Senior Scholarship

candidates will attain. Kiahnaghur and Berhampore used other books, and gained somewhat higher marks in these branches than in Mechanics. They have therefore been allowed the benefit of these higher marks. Had the standard of Schrodler been adopted, the students of the Colleges where this book was not used would have laboured under a corresponding disadvantage; since, in this country, it by no means follows that youths who have studied one system, can readily adapt their knowledge to another. The Text-books used in the several Colleges were too widely different to be included in one Examination. It is very desirable that the question of Text-books in Natural Philosophy should be again discussed; and a certain degree of uniformity adopted in the different Colleges. In the present case, the difficulty of Text-books was avoided, by cancelling the paper in Hydrostatics and Optics for three Colleges.

12. In Mechanics the book-work questions were done creditably by all the students; but the Problems were scarcely attempted. In Pure Mathematics, however, a general failure has occurred. The questions in Euclid and Algebra would have been answered better two years ago than now; as, in the interval, the students have forgotten what they once perhaps knew. We were prepared to find that some of the candidates would fail; but that none should rise above mediocrity was equally unexpected and discouraging. Out of forty-five who came up to the Examination, only two students (of the Presidency College) gained *above half* marks, and only one (of the Kiahnaghur College) half marks, whilst the results of thirty-three candidates are below 25 per cent. In Euclid the deductions were avoided by nine-tenths of the candidates; and even the propositions were worked in a very slovenly manner. In Conic Sections, the demonstrations had been learnt by heart, and in many cases were clearly not understood. *Thwaites, Hustler, and Goodwyn* were the Text-books; and the demonstration adopted by any of these writers was admitted. A

few students, however, sent up corollaries of a single line, as proof of propositions; and of course suffered some reduction in their marks. No one attempted the last Problem, though it was very easy, and only *Judub Chunder Dey*, of the Presidency College, succeeded completely in proving the other easy Problem. In Algebra, the extension of the Binomial Theorem to negative and fractional indices, was not proved satisfactorily by a single student. Several adopted Euler's method, but omitted or slurred over the few lines at the commencement, on which the cogency of this subtle and elegant proof entirely depends. In Quadratic Equations, the double sign was frequently overlooked, and consequently the problem was deprived of half its results. In Trigonometry, the answers were worse than in Algebra. Not one student traced completely the change of sign and magnitude in the chord of a circle; not one defined properly the characteristics of a Logarithm; and only two gave correctly the characteristics of the Logarithm of one-tenth to the base 2. Among the Colleges, we notice that the two highest marks in Pure Mathematics were gained by students of the Presidency College; but that the lowest of the five candidates from Kishnaghur is exactly on a par with the fifth student of the twenty-one from the Presidency College. We regret that we are obliged to pronounce the result of the Mathematical Examination to be, on the whole, very unsatisfactory.

18. You will have noticed that no mention has been hitherto made of the Hooghly College. The fact is, that this Institution sent up but one student to the Examination, who, we are sorry to say, has not acquitted himself so as to maintain the old and well-earned reputation of his College. The circumstance, however, that accounts for only one student coming before us, speaks very favorably of the efficiency and usefulness of the Institution; viz., that upwards of a dozen of its most deserving students were, shortly before the Examination, selected by the Inspector of Schools for South Bengal, as Teachers for the Aided Schools within his Circle.

14. From the Table of numerical results for the Junior Scholarship Examination that accompanies this Report, you will perceive that the Examination in English Literature has proved very far from satisfactory. Several candidates excuse themselves by alleging that, with one exception, the passages selected are from works, or portions of works, that are not included in the Scholarship Course. But we cannot admit the validity of this plea, because both the passages, and the questions based upon them, are rather *below* than *above* the standard of attainment required for the Scholarship. Had the students understood the explanation of those passages which they had studied, they would have been able readily to explain those which the Examination presented to them. We fear that the case furnishes additional illustration of the system adopted by so many of our native students, of committing their lessons to memory without understanding them—a system so prevalent, that an extraordinary verb (“*to by-heart*” a lesson) has been invented to describe it.

In the *History* Examination, the same pernicious practice was very evident. It was clear from the very close similarity of numerous answers, that the Text-books had been learnt “by-heart” indeed; and it would not have been difficult for the Examiners to re-produce the language of the books, from the best answers which the questions drew forth.

15. The *English Composition* expected from Junior Scholars is of course far inferior to that of which the Senior Candidates are capable. But we feel it right to notice, that a large proportion of the Junior Scholarship answers have been marked by an amount of bad spelling, bad grammar, and slovenly writing, that ought not to exist even amongst them. We would suggest that the more earnest the attention paid to these defects in Junior Scholars, the higher will be the standard of excellence which Senior Scholars are able to attain. Their defects of idiom, pronunciation and spelling

run in a particular direction, determined to a great extent by the idioms of their own mother tongue; and it would be a great assistance to all instructors, were good works available, which deal directly with those errors.

16. We notice with pleasure the success which has attended the study of *Zoology*, a study both interesting and useful; leading the minds of the young from mere book-learning, of which students in this country are so fond; and inducing habits of observation in respect to the works of nature around them. You will perceive that our questions were carefully directed to the specialities of animal life in Bengal; presuming, as we did, that, as was most natural, the students had had their attention directed to the productions of the country around them, in illustration of the Science in which they were instructed.

17. We cannot but notice also the very poor execution of the *Maps* which were required both in the Geography and History Examinations. With the honorable exception of the Jessore students, and of one, or two from the Madriasa, the candidates presented but defective specimens of Chartography. Were some attention given, after the example of the Prussian-Schools, to linear drawing in the lower classes; and the students accustomed, from their first entering on the study of Geography, to sketch plans of the village or surrounding country, as well as to reduce and copy Maps in the more advanced forms; the Hindu, quick and exact in imitation, would worthily rival the Prussian student, famed as he is for the rapid, neat and correct execution of Maps.

Before concluding, we would call your attention to the circumstance, that the Examinations at

Cuttack Papers.

Cuttack, where three candidates from the Pooree School were examined, were held several days after they had begun elsewhere. We received a communication from the Local Committee, excusing the delay, and explaining how it occurred. That letter was forwarded to the Registrar of the

Calcutta University, as the lads were candidates for Entrance into the University as well. The results of the Oral Examination in Beogali did not reach us until towards the end of the month of April. On mature deliberation, we came to the conclusion come to by the University Board of Examiners, that the Examination not having been held on the appointed days, and a considerable time having intervened from the publishing of the papers of questions at other Stations, the results of the Examination of the Poojee students cannot be accepted as trustworthy.

We have the honor to be,

Sirs,

Your most obedient Servants,

H. WOODROW, M. A.

JOSEPH MULLANEY, B. A.

ROBT. HARRIS,

K. M. BANERJEE.

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## RETURN OF SENIOR SCHOLARSHIPS GAINED DURING THE YEAR.

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.
Taraprasad Chatterjee	Presidency College	April 1897	Rupess 25	Two years	{ For the highest proficiency in History and Geography and good general progress.
Shama Churn Gangooly	ditto	ditto	"	ditto	
Nallit Ballab Seal	ditto	ditto	"	ditto	
Hem Chunder Ranerjee	ditto	ditto	"	ditto	{ For the highest proficiency in Natural Philosophy and good general progress.
Jadab Chunder Dey	ditto	ditto	"	ditto	
Gopaul Chunder Chatter- gutti	ditto	ditto	"	ditto	
Kali Mahan Goppto	ditto	ditto	"	ditto	{ For the highest proficiency in History and Geography and good general progress.
Lal Gopal Dutt	ditto	ditto	"	ditto	
Bani Madhub Mookerjee	ditto	ditto	"	ditto	
Neel Money Cowar	ditto	ditto	"	ditto	{ For the highest proficiency in History and Geography and good general progress.
Bihari Chander Dutt	Kishnaghar College	ditto	"	Two years	
Gones Chunder Chowdry	ditto	ditto	"	ditto	

Gobinprosad Doss	Dacca College	ditto	"	20	ditto	For the highest proficiency in Vernacular Literature and good general progress
Cally Mohun Chowdhury	Bachampore College	ditto	"	20	One year	For the highest proficiency in Vernacular Literature and fair progress.
Sarada Bhoomen Sangal	ditto	ditto	"	20	ditto	For the highest proficiency in History and Geography and fair progress.
Abdool Kurroem, of Soorah	Calcutta Madrasah	ditto	"	20	ditto	For proficiency in Arabic.
Imdad Ullah, of Jessore	ditto	ditto	"	20	ditto	ditto.
Buehear Ullah	ditto	ditto	"	20	ditto	ditto.
Abdool Wahid	ditto	ditto	"	15	ditto	ditto.
Abdur Rubeeun	ditto	ditto	"	15	ditto	ditto.
Ahmad Alee	ditto	ditto	"	15	ditto	ditto.
Mahib Alee	ditto	ditto	"	15	ditto	ditto.
Dulcel Oodain	ditto	ditto	"	15	ditto	ditto.
Farul Haq	ditto	ditto	"	15	ditto	ditto.
Museund Dean	Hogahy Madrasah	ditto	"	50	ditto	ditto.
Musib Ullah	ditto	ditto	"	50	ditto	ditto.
Mahammad Wazir	ditto	ditto	"	50	ditto	ditto.
Mahammad Ibrahim	ditto	ditto	"	50	ditto	ditto.
Gholam Qadir	ditto	ditto	"	15	ditto	ditto.
Krishnakamal Bhattacharjee	Sanacrit College	ditto	"	15	ditto	ditto.
Rajconnar Surbadhar	ditto	ditto	"	15	ditto	ditto.
Sharna Churn Chuckerbutty	ditto	ditto	"	12	ditto	ditto.
Nakulashvar Banerjee	ditto	ditto	"	12	ditto	ditto.
Chaturbhoj Mookerjee	ditto	ditto	"	10	ditto	ditto.
Mohendronath Goswaminee	ditto	ditto	"	10	ditto	ditto.
			"	10	ditto	ditto.

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.

Names of scholars.	School at which gained.	When granted.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.
Boycuninath P.	...	...	Ta. Rs. 10 Schp. Rs. 10	...	For general purpose, for any
Bhagwan Chandra Banerjee	...	...	Ta. Rs. 10 Schp. Rs. 10	...	ditto
Haradoll Banerjee	...	...	Rajah of Burdwan Schp. Rs. 10	...	ditto
Bhadrinath Datta	...	...	Gopce Mohan Deb family Schp. Rs. 10	...	ditto
Jogendra Chandra Chose	...	...	Jogkissen Sing Schp. Rs. 10	...	ditto
Kristo Mohan Mookerjee	...	...	Bird Schp. Rs. 10	...	ditto
Gangadhrinath Tagore	...	...	Ryan Schp. Rs. 10	One year	ditto
Om-prakash Mitter	...	...	Rajah of Burdwan Schp. Rs. 10	...	ditto
Sattendronath Tagore	...	...	Rajah of Burdwan family Schp. Rs. 10	...	ditto
Brindaban Chander Dutt	...	...	Hinda College Schp. Rs. 10	...	ditto
Bhoyrab Chander Banerjee	...	...	ditto	...	ditto
Shamloll Mitter	...	...	ditto	...	ditto
Mohendronath Mitter	...	...	ditto	...	ditto

[illegible]

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR (Contd.)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.
Protap Chunder Datta	Krishnachur College School	April 1877	Rs. 8	Two years	For general proficiency
Bankim Chandra Mukherjee	ditto	ditto	8	ditto	ditto
Manik Chandra Bhattacharya	ditto	ditto	8	ditto	ditto
Sreenivasa Prasad	ditto	ditto	8	ditto	ditto
Jagabandoo Mitter	Baranpore College School	ditto	10	ditto	ditto
Hemanta Mohan Das	ditto	ditto	10	ditto	ditto
Harekrishna Bhattacharya	ditto	ditto	8	ditto	ditto
Khetarpaul Das	Baraset School	ditto	10	ditto	ditto
Nandacoman Bhattacharya	ditto	ditto	8	ditto	ditto
Maddhowsodan Ghose	ditto	ditto	8	ditto	ditto
Tarinyachin Mukherjee	ditto	ditto	8	ditto	ditto
Ostun Kisen Sircar	Bancooran School	ditto	10	One year	ditto
Sreenibash Ghose	ditto	ditto	8	Two years	ditto
Grish Chunder Roy	Midnapore School	ditto	10	ditto	ditto
Pitambar Day	Berhampore School	ditto	10	ditto	ditto
Mohendronarain Sing	ditto	ditto	8	ditto	ditto
Russie Lal Banerjee	Barrasaul School	ditto	10	ditto	ditto
Grish Chunder Chatterburty	ditto	ditto	8	ditto	ditto

[illegible]

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.—(Continued.)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.
Prosunno Coomar Doss ...	Chittagong School	April 1857	Rupees 8	Two years ...	{ For general proficiency.
Ram Lal Misrae " ...	Panna School	ditto	10	ditto	ditto.
Nobocomar Banerjee ...	ditto	ditto	8	ditto	ditto.
Calce Pershaud ...	ditto	ditto	8	ditto	ditto.
Gobind Lal Sircar ...	{ Bhargulpore School ... }	ditto	10	ditto	ditto.
Diunonanth Banerjee ...	ditto	ditto	8	ditto	ditto.
Mohendronath Gangooly ...	ditto	ditto	8	ditto	ditto.
Gopal Lal Mitter ...	ditto	ditto	8	One year	ditto.
Hemchunder Roy ...	{ Hindu Metro-politan College ... }	ditto	10	Two years ...	ditto.
Dwarkanath Bose ...	{ Bali Aided School ... }	ditto	10	ditto	ditto.
Saradaprosad Banerjee ..	{ Coxsipore Aided School ... }	ditto	10	ditto	ditto.
Shamachurn Mozoomdar ...	ditto	ditto	10	ditto	ditto.
Ram Chunder Gangooly ...	{ Jonye Training School ... }	ditto	10	ditto	ditto.
Mohini Mohun Chucker-butty ...	Baulcah School...	ditto	10	ditto	ditto.

Ahmad	Calcutta Mud- rissa	ditto	..	8	..	ditto	..	ditto.
Mohammed Ali	ditto	ditto	..	8	..	ditto	..	ditto
Abdoor Razak	ditto	ditto	..	8	..	ditto	..	ditto
Abdoor Roboman	ditto	ditto	..	8	..	ditto	..	ditto
Rohim Bakhsh	ditto	ditto	..	8	..	ditto	..	ditto
Abdool Jubber	ditto	ditto	..	8	..	ditto	..	ditto
Robba Ool Hossein	ditto	ditto	..	8	..	One year	..	ditto
Bhoobun Mohun Banerjee	Colingah Branch School	ditto	..	8	..	Two years	..	ditto
Abdoor Rouf	Calcutta Mud- rissa	ditto	..	8	..	ditto	..	{ For proficiency in Arabic.
Roushun Alee	ditto	ditto	..	8	..	ditto	..	ditto
Abdol Hussun	ditto	ditto	..	8	..	ditto	..	ditto
Tufuzool Ullee	ditto	ditto	..	8	..	ditto	..	ditto
Abdool Uzees	ditto	ditto	..	8	..	ditto	..	ditto
Shuhur Ullah	ditto	ditto	..	8	..	ditto	..	ditto
Abdoor Rasheed	ditto	ditto	..	8	..	ditto	..	ditto
Shureeyut Ullah	ditto	ditto	..	8	..	ditto	..	ditto
Shukoor Ullee	ditto	ditto	..	8	..	ditto	..	ditto
Abdoor Rasheed 2nd	ditto	ditto	..	8	..	ditto	..	ditto
Nadiruz Zuman	Hooghly Mud- rissa	ditto	..	8	..	ditto	..	ditto
Tushut Ullah	ditto	ditto	..	8	..	ditto	..	ditto
Uzunat Ullah	ditto	ditto	..	8	..	ditto	..	ditto
Abdool Azeer	ditto	ditto	..	8	..	ditto	..	ditto
Abdoor Erheem 2nd	ditto	ditto	..	8	..	ditto	..	ditto



## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.--(Concluded.)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarship.	For how long tenable.	For proficiency in what branch.
Ramkrishna Chatterjee ...	Sanscrit College		Rupees 8	... year ...	{ For proficiency in Sanscrit.
Shashibhusan Moharjee ...	ditto		8	ditto	{ ditto.
Huronadour Bhattacharjee ...	ditto		8	ditto	{ ditto.
Goury Sunker Ghosal ...	ditto		8	ditto	{ ditto.

SENIOR SCHOLARSHIP EXAMINATION HELD IN APRIL 1977.

[illegible]

LIST OF CANDIDATES WHO ATTAINED THE ENGLISH JUNIOR SCHOLARSHIP STANDARD, BUT FOR WHOM NO SCHOLARSHIPS WERE AVAILABLE.

1.	Gopaul Chunder Bysack .. ..	Hindu School.
2.	Beernashur Mitter .. ..	Ditto.
3.	Otool Chunder Mookerjee ..	Ditto.
4.	Dinnonauth Bose .. ..	Ditto.
5.	Mohender Chander Dutt .. ..	Ditto.
6.	Prasud Doss Mulick .. ..	Ditto.
7.	Khetter Mohun Chatterjee ..	Ditto.
1.	Bannomally Dutt .. ..	Colootollah Branch School.
2.	Opondro Nauth Mitter .. ..	Ditto.
3.	Grish Chunder Coondoo .. ..	Ditto.
4.	Ramloll Bose .. ..	Ditto.
5.	Oma Churn Addy .. ..	Ditto.
6.	Dwarka Nauth Bysack .. ..	Ditto.
7.	Gungaprasad Mookerjee ..	Ditto.
8.	Deowry Ghose .. ..	Ditto.
9.	Omurtololl Mookerjee .. ..	Ditto.
10.	Janokinauth Sen .. ..	Ditto.
11.	Hem Chunder Bunkerjee .. ..	Ditto.
12.	Juddoo Nauth Ghose .. ..	Ditto.
13.	Gallybur Mookerjee .. ..	Ditto.
14.	Dwarkanauth Mookerjee ..	Ditto.
15.	Rajkissen Mookerjee .. ..	Ditto.
16.	Kedar Nauth Ghose .. ..	Ditto.
1.	Omurtololl Chatterjee .. ..	Howrah School.
2.	Binode Behary Bhadoory ..	Ditto.
3.	Heraloll Mookerjee .. ..	Ditto.
4.	Grish Chunder Bose .. ..	Ditto.
1.	Poornoo Chunder Bhattacharjee.	Ooterparah School.
2.	Gopaul Chunder Deb .. ..	Ditto.

3. Mothore Nauth Chatterjee	Ostaparth School.
4. Umlica Churn Banerjee (Senior)	Ditto.
5. Sast Cowry Chatterjee	Ditto.
6. Juddoo Nauth Sein	Ditto.
1. Mohender Nauth Ghosaul	Barnet School.
2. Luchhinarain Bose	Ditto.

**RESULT OF THE FINAL OR DIPLOMA EXAMINATION OF  
STUDENTS OF THE PRESIDENCY COLLEGE, LAW DE-  
PARTMENT, 1856-57.**

Names.	MAXIMUM, 100 MARKS.		Total.	Award made.
	Juris- prudence.	Munici- pal Law.		
Mohesh Chunder Chowdry	42	41	83	{ Medal and Diploma.
Mohendronath Bose ...	38	40	78	
Sham Lal Mitter ...	30	38	68	{ Diplomas.
Romanath Bose ...	27	38	65	
Ram Bramo Chuckerbutty	32	30	62	
Goopeenath Mookerjee ...	26	30	56	

# REPORT OF THE EXAMINATION OF STUDENTS OF THE ENGLISH CLASS, MEDICAL COLLEGE.

To

WILLIAM GORDON YOUNG, ESQUIRE,  
*Director of Public Instruction,*

BENGAL.

SIR,

I HAVE now the honor to report the completion and results of the Examination of the final Students for the present season.

Of six Students who presented themselves, I am happy to state that five have been considered by the Assessors and myself as qualified to receive the Diploma of the College and to enter on the active duties of their profession.

Dr. A. C. MARRAS.  
" N. CHEVERA.  
" W. WHITE.  
" A. J. PAYNE.  
" J. B. SCRIVEN.

The Examinations were, on this occasion, conducted in the same detail as during the past two years, with the gentlemen noted in the margin acting as Assessors.

The written part of the ordeal, embracing questions in Medicine and Surgery, commenced on Tuesday, March 3rd, at 10 A. M., and continued until after 4 P. M., the papers being given in before I left the College Hall. On the following day two subjects in Midwifery were given and four hours allowed for their completion.

The papers are upon the whole very creditable. The best in my opinion are those written by Hurrokishen Dutt and Kalleedoss Bose; but that by Unnoda Chunder Khastogrey is deserving of special commendation for its knowledge of the several subjects, although the composition in point of accuracy is not equal to the two others.

The Examination in Practical Surgery occupied Friday, the 6th, and I feel bound to record with what manual skill and dexterity the Students acquitted themselves in this trial.

Various capital Operations were passed on the card drawn by the Students, three of whom operated for Stones, with an ease and accuracy that I have rarely seen equalled in the Dissecting-room.

On the 9th and 11th, each Student was examined orally in Medicine, Surgery, Midwifery, Ophthalmic Surgery, and Medical Jurisprudence, there being present the Professors of those branches and two Assessors.

The Clinical Examination commenced on Thursday, the 12th, and continued daily, until the Assessors and myself had fully tested the practical knowledge of the Candidates. A great number and variety of cases were sent up from among the applicants at the Dispensary and submitted for diagnosis. Each Student was in turn questioned as to the history of the case, the nature and seat of the disease, and the mode in which he would treat it; he was required to write prescriptions, and when necessary to perform any of the minor Operations in Surgery.

Those who passed the best Oral Examination and wrote the best papers, distinguished themselves most in this the really important and most searching part of the ordeal. I found them in general familiar with the expression of disease, and quick in detecting its seat and physical signs, showing how well they had availed themselves of the vast opportunities which the Hospital affords for a practical Medical Education. Of special diseases, they showed the best acquaintance with Diseases of the Eye, and the least with Diseases of the Skin; they also knew but little of Diseases of the Ear.

If I may take the liberty to offer a suggestion, it would be that the special Diseases of the Ear should, in future years, be studied in the Ophthalmic Hospital, and those of the Skin at the Dispensary under the Assistant Physician.

Post Mortem Examinations were made in my presence, and each Student wrote an account of the appearances observed; these descriptions showed a fair acquaintance with diseased structure and a careful training in the various steps of this kind of dissection.

A List\* is appended, in which I have classified the Students in the order of merit, grounded not entirely on their appearances at the several Examinations, but by also taking into account the character they have received from their Professors, the regularity of their attendance on Lectures, and the care with which they have kept their Case Books and performed the duties of Clinical Clerk in the Wards of the Hospital.

Manick Chunder Roy has failed to pass the prescribed Examination to the satisfaction of the Assessors and myself, and has been remanded to twelve months' Clinical duty in the Hospital, and to pass an Examination in Practical Medicine and Surgery, including Ophthalmic Surgery.

In justice to this Student, I ought to mention that his very imperfect knowledge of some subjects has arisen from long periods of absence from Lectures and Hospital, on account of illness.

I have, &c,

(Signed) A. GRANT,  
Government Examiner.

CALCUTTA,

The 4th April 1857. }

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\* This List has been incorporated in the succeeding Table.

RETURN OF STUDENTS OF THE MEDICAL COLLEGE WHO OBTAINED DIPLOMAS IN THE  
YEAR 1856-57.

English Class.	Student Apprentice Class.	Bengali Class.	Military or Hindustani Class.
<ol style="list-style-type: none"> <li>1. Harro Kristo Dutt</li> <li>2. Kallidos Bose</li> <li>3. Unoda Churn Khastgee</li> <li>4. Kedarnath Mitter</li> <li>5. Dinmonath Biswas</li> </ol>	<ol style="list-style-type: none"> <li>1. D. T. Mills</li> </ol>	<ol style="list-style-type: none"> <li>1. Obboy Churn Mockerjee</li> <li>2. Kally Kristo Sircar</li> <li>3. Radhasomun Doss</li> <li>4. Ram Ioll Ghose</li> <li>5. Junardun Doss</li> <li>6. Puerno Chunder Banerjee</li> <li>7. Joy Narain Mundul</li> <li>8. Nilmadhub Buxy</li> <li>9. Toylokunath Gooplu</li> <li>10. Obboy Churn-Chuckerbutty</li> <li>11. Chunder Coomar Gangooly</li> <li>12. Goluk Chander Sen</li> <li>13. Gourynath Mockerjee</li> <li>14. Sittanath Banerjee</li> <li>15. Hirra Ioll Dutt</li> <li>16. Gobind Chunder Dutt</li> <li>17. Joggeswar Banerjee</li> <li>18. Bama Churn Bhattacharjee</li> <li>19. Dwarkanath Ghose</li> <li>20. Koylass Chunder Chuckerbutty</li> <li>21. Panchanan Misra</li> <li>22. Ram Ioll Gooplu</li> <li>23. Thak Chunder Gooplu</li> <li>24. Tarun Chunder Banerjee</li> </ol>	<ol style="list-style-type: none"> <li>1. Shaik Mowla Buksh</li> <li>2. Ameen Ooddeen</li> <li>3. Unjad Ally</li> <li>4. Randeul Roy</li> <li>5. Shaik Fyzulla</li> <li>6. Shaik Khodruth Ollah</li> <li>7. Hingun Khan</li> <li>8. Shaik Enam Bakh</li> <li>9. Shaik Mahomed Ally</li> <li>10. Shaik Rohim Ooddeen</li> <li>11. Oman Gunsee</li> <li>12. Kally Peshad</li> <li>13. Mahomed Synd</li> <li>14. Shaik Abdul Gufloor</li> <li>15. Shaik Kader Bakh</li> <li>16. Mahomed Yakoob Khan</li> <li>17. Lalla Remashoy</li> <li>18. Agrjan Khan</li> <li>19. Muskar Ally</li> <li>20. Kurim Bakh</li> <li>21. Chadee Sing</li> <li>22. Noor Ally</li> <li>23. Meer Kootoob Ally</li> </ol>



# RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN THE EDUCATION DEPARTMENT.

APPENDIX C.

Names of passed Candidates	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Hem Chunder Banerjee	Presidency College.	{ Student in the Presidency College ... }	{ Calcutta, Sept. 1856 } ditto	High 2nd Grade.
Rames Chunder Chatterjee	Hoochly College	ditto Hoochly ditto	ditto	Middle 2nd Grade.
Ramloll Mookerjee	Presidency College.	ditto Presidency ditto	ditto	High 2nd Grade
Jadab Chunder Dey	ditto	ditto ditto ditto	ditto	ditto.
Kentzy Chunder Bhadoury	ditto	ditto ditto ditto	ditto	Middle 2nd Grade.
Kally Mohan Goopla	ditto	ditto ditto ditto	ditto	High 2nd Grade.
Karick Chunder Roy	ditto	ditto ditto ditto	ditto	ditto.
Taraprasad Chatterjee	ditto	ditto ditto ditto	ditto	Middle 2nd Grade.
Grish Chunder Mitra	ditto	ditto ditto ditto	ditto	ditto.
Khetter Dhose Banerjee	ditto	{ 2nd Assistant Teacher in the Coosipore School }	ditto	ditto.
Seetkrish Chatterjee	Hoochly College	{ Head Master Soorah School }	ditto	ditto.
Chandry Churn Banerjee	ditto	{ 4th Teacher Colootollah Branch School }	ditto	ditto.
Shama Churn Gangooly	Presidency College	{ Student in the Presidency College ... }	ditto	ditto.
Gurabrah Chunder Mookerjee	ditto	ditto ditto ditto	ditto	ditto.
Nulit Bullab Seal	ditto	ditto ditto ditto	ditto	ditto.
Rames Madab Mookerjee	ditto	ditto ditto ditto	ditto	ditto.



RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION  
IN THE EDUCATION DEPARTMENT.—(Continued.)

Names of passed Candidates	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Baney Madhub Dey	Presidency College...	{ Student in the Presidency College ... }	{ Calcutta, } { Sept. 1896 }	High 3rd Grade.
Rajender Poojant	Hogghly College	{ ditto in the Hogghly College ... }	ditto	ditto.
Chander Shikur Banerjee	ditto	{ ditto ditto ditto ... }	ditto	ditto.
Gouri Persaud Sircar	ditto	{ 4th Teacher Ooterpurah School ... }	ditto	ditto.
Dhanakisto Mookerjee	ditto	{ Head Master Omerpore School ... }	ditto	ditto.
Rada Gobind Dass	ditto	{ Teacher in Private School, Chanderpore ... }	ditto	ditto.
Jooloonath Banerjee	ditto	{ Offg. 4th Master, Baranpore School ... }	ditto	ditto.
Mutty Lal Moitry	Presidency College...	{ Student in the Presidency College ... }	ditto	Middle 3rd Grade.
Womesh Chunder Seia	Hogghly College	{ Teacher in Private Seminary, Burdwan ... }	ditto	High 3rd Grade.
Gally Churn Dutt	{ Colonel's Branch School }	{ Student in the Colonel's Branch School ... }	ditto	Middle 2nd Grade.
Mutty Lal Lahooray	Serampore College ...	Unemployed	ditto	ditto.

Ishen Chunder Chatterjee	{ Hooghly Branch } School	{ 4th Teacher Bansbaria } Missionary School ...	ditto	...	ditto.
Obboy Churn Mookerjee	{ Hovrah and } Hindo School	{ Clerk, Military Auditor } General's Office ...	ditto	...	ditto.
Gopal Chunder Mozoomdar	{ Free Church In- } stitution, Chin- surah	Student in the School	ditto	...	ditto.
Srenath Chatterjee	Presidency College	{ 2nd Master Barrack- } pore School ...	ditto	...	ditto.
Ramanath Bose	ditto	Unemployed	ditto	...	ditto.
Shama Churn Mookerjee	ditto	ditto	ditto	...	ditto.
Tollyuckonath Lahoorv	ditto	{ Student in the Presi- } dency College ...	ditto	...	ditto.
Moses Lall Chatterjee	ditto	ditto	ditto	...	ditto.
Omich Chunder Soor	Hooghly College	{ Teacher in the Durba- } shein School, Hooghly }	ditto	...	ditto.
Pearry Ballab Barmone	ditto	{ Student in the Hooghly } College	ditto	...	ditto.
Nibmadab Mookerjee	ditto	ditto	ditto	...	ditto.
Gunda Chunder Banerjee	ditto	ditto	ditto	...	ditto.
Sotto Churn Mookerjee	ditto	ditto	ditto	...	ditto.
Ossoo Churn Bhur	ditto	ditto	ditto	...	ditto.
Brejmath Roy	ditto	Unemployed	ditto	...	ditto.
Shama Churn Roy	ditto	ditto	ditto	...	ditto.
Kadar Nath Mookerjee	Kishnagpur College	Student in the Madras- litian College	ditto	...	Low 3rd Grade.
Moodoo Sooden Mitter	Metropolitan College	ditto	ditto	...	ditto.
Ramanath Nandy	{ C o l o n i a l } Branch School }	Student in the School	ditto	...	ditto.
Haris Chunder Banerjee	ditto	Unemployed	ditto	...	ditto.
Nundo Lall Dhole	ditto	ditto	ditto	...	ditto.

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION  
IN THE EDUCATION DEPARTMENT.---(Concluded.)

Names of passed Candidates.	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained.
Jadomnauth Chatterjee ...	B. raset School ...	{ Student in the Presi- dency College Private ...	Calcutta, { Sept. 1886 }	Low 3rd Grade.
Gooroo Doyal Chatterjee ..	Kishnaghur College	Head Master School, Bali	ditto	ditto.
Sarda Prosad Spandel ...	Presidency College...	Student in the Presiden- cy College	ditto	ditto.
Bhatnagar Chuckerbutty ...	ditto	ditto	ditto	ditto.
Hornath Thakoor ...	Hindu School	ditto in the Medical ditto	ditto	ditto.
Madhub Chunder Mookerjee	Hogghly College	ditto in the Hogghly ditto	ditto	ditto.
Baboo Ram Ranjee ...	ditto	ditto	ditto	ditto.
Madhub Chunder Doss ...	ditto	ditto	ditto	ditto.
Maty Lal Ghose ...	ditto	ditto	ditto	ditto.
Gabind Chander Chucker- butty ...	ditto	ditto	ditto	ditto.
Rajkiosore Parmanick ...	Kishnaghur College	ditto in the Kishnaghur ditto	Barhampore, { Nov. 1886 }	Middle 3rd Grade.
Ramlall Laboory ...	ditto	ditto in the Barhampore ditto	ditto	ditto.
Charoo Chunder Chatterjee	Barhampore College	ditto	ditto	ditto.
Kisto Endro Chowdhry ...	ditto	ditto	ditto	Low 2nd Grade.
Mohesh Chunder Mozoomdar	ditto	ditto	ditto	Middle 3rd Grade.
Soorjo Coomar Gangooly ...	Jessore School	ditto	ditto	High 3rd Grade.

Bipradas Banerjee	Baraset School	{ 3rd Master and Offg. 2nd Master Chittagong School }	{ Chittagong, Feb. 1856 }	High 3rd Grade.
Sarat Chunder Sein	Chittagong School	{ 5th ditto and ditto 4th ditto ditto }	ditto	Low 3rd Grade.
Abdul Latief	ditto	{ 4th ditto and ditto and 3rd ditto ditto }	ditto	Middle 3rd Grade.
Durgachurn Dutt	ditto	{ 7th ditto and ditto 6th ditto ditto }	ditto	Low 3rd Grade.
Wooms Churn Doss	ditto	{ 8th ditto and ditto 7th ditto ditto }	ditto	ditto.

N. B.—2nd Grade Certificate-holders are eligible to appointments of which the Salary does not exceed Rupees (150) One hundred and fifty.

3rd Grade Certificate-holders are eligible to appointments of which the Salary does not exceed Rupees (50) Fifty.

A Teachership Examination was held at Dacca in April 1857, but, owing to a misapprehension, the return of the result was not sent in time to allow of its being incorporated with the above.

## Questions set at the Examination

FOR

SENIOR OR COLLEGE SCHOLARSHIPS, 1856-57.

### English Literature.—No. 1.

MILTON, JOHNSON, SOUTHEY.

I. Detail exactly the essentials of Epic poetry, according to Aristotle's Canons; and show, in general, that the *Paradise Lost*, in respect of these, is a true Epic.

(b) What do you conceive to be the distinguishing excellence of the English Epic? And what is your opinion of the criticism that denies it has pathos?

II. Discuss the propriety of introducing allegorical personages into the Epopee, with immediate reference to Milton's allegory of Sin and Death. Explain the allegory.

III. Develop the proper character of Moloch, Belial, and Mammon; and point out the appropriateness of the sentiments ascribed to each in "the great consult."

IV. Cite the several comparisons illustrative of the multitude of the fallen angels, to show their particular adaptation to the circumstances of the description wherein each occurs.

V. "When Milton alludes either to things or persons, he never quits his simile, till it rises to some very great idea, which is often foreign to the occasion that gave it birth."—Justify the Poet's conduct in this respect, with reference to some such striking simile, other than those given in answer to the last question.

VI. Construe the words in *italics* in the following passages, and in the passages given in Question VIII., explaining the

(1.) That shepherd, who *first* taught the chosen seed,  
In the beginning how the Heavens and Earth  
Rose out of chaos:

(3.) For the mind and Spirit ~~remains~~ invincible,

Invests the sea, and wished more delays :

Wing'd with red lightning and impetuous rage,  
Perhaps hath spent his shafts.

(7.) His ponderous shield,

Ethereal temper, mazy, large and round,  
Behind him came.

(8.) Belial came last, than *whom* a spirit more lewd  
Fell not from Heaven.

(9.) The ascending pile  
 Stood fix'd his stately *highst*.

(10.) Behold a wonder! Till the signal given,

(11.) *behaves him now both oar and sail.*

(12.) the lousing element

*Scowls o'er the darken'd landskip, snow, or shower ;*

VII. Give accurately, but concisely, the meaning of the following expressions, and the etymology of the words in *italics*: of *lowd* and *plight*, in the above extracts, and of *peers* in the last (Question IX.); tracing, when necessary, the connection between the primary meaning, and the signification of the words in the text:—1. *tract* of hell, 2. torture still *urges*, 3. more *successful* hope, 4. our *afflicted* powers, 5. this dire *calamity*, 6. night-founded *skiff*, 7. the perilous edge of battle, 8. the *grunsel* edge, 9. *flun* with *insolence*, 10. *serried* shields, 11. since created man



12. waring on 'the wind, 13. Heaven's perpetual king, 14. durst  
*affront* his light, 15. their living strength, 16. *founded* the massy  
 ore, 17. the *unfounded* deep, 18. *disastrous* twilight, 19. scums the  
 bullion dross, 20. blazing *crossets*, 21. the parching air burns froze,  
 22. crude *consistence*, 23. *instinct* with fire and nitre, 24. plumb  
 down he drops, 25. *horrent* arms, 26. the palpable obscure, 27. the  
 sounding *alchemy*, 28. fact of arms, 29. the pitch of heaven, 30.  
 that *mortal* dint, 31. weighs his spread wings, 32. the buxom air,  
 33. embryo atoms, 34. the void profound, 35. *unessential* night,  
 36. *abortive* gulf, 37. *almost* Arnon, 38. your bounds *confine*  
 with Heaven, 39. his *uncouth* way, 40. considerate pride waiting  
 revenge.

VIII. Explain briefly *the allusions* in the passages that  
 follow :—

(1.)

Nor did Israel 'scape

The infection, when their borrow'd gold compos'd  
 The calf in Oreb; and the rebel king  
 Doubled that sin, in Bethel and in Dan,  
 Likening his Maker to the grazed ox,  
*Jehovah*, who, in one night, when he pass'd  
 From Egypt marching, equall'd with one stroke  
 Both her first-born and all her bleating gods.

(2.) The rest were long to tell, though far renowned,  
 Th' Ionian gods of *Javan's issue*; held  
 Gods, yet confesse'd later than Heaven and Earth,  
 Their boasted parents :

(3.)

Though all the giant brood

Of Phlegon with the heroic race were joined  
 That fought at Thebes and Ilium, on each side  
 Mix'd with auxiliar gods; and what recounts  
 In fable or romance of Uther's son,  
 Begirt with British and Armorick knights;  
 And all who since, baptiz'd or infidel,

Jousted in Aspramont, or Montalban,  
 Damasco, or Marocco, or Trebisond,  
 Or whom Biserta sent from Africk shore,  
 When Charlemaiu with all his peerage fell  
 By Fontarabbia.

IX. Explain exactly the metre of the *Paradise Lost*. Name the principal poems in the language of this metre. Scan the following:—

The Stygian council thus dissolved; and forth  
 In order came the grand infernal peers:  
 Midst came their mighty Paramount, and seemed  
 Alone the Antagonist of Heaven, nor less  
 Than hell's dread Emperour, with pomp supreme,  
 And God-like imitated state: his round,  
 A globe of fiery Seraphim enclosed;  
 With bright emblazonry and horrent arms.

X. Give a free but accurate paraphrase of the passages below, i. e. express the sentiments they embody in your own language:—

Let Hist'ry tell where rival kings command,  
 And dubious title shakes the madd'ed land,  
 When statutes gloat the refuse of the sword,  
 How much more safe the vassal than the Lord;  
 Low skulks the hind beneath the rage of power,  
 And leaves the wealthy traitor in the Tower;  
 Untouch'd his cottage, and his slumbers sound,  
 Though confiscation's vultures hover round.  
 The needy traveller, serene and gay,  
 Walks the wild heath and sings his toil away:  
 Does envy seize thee? Crush th' upbraiding joy,  
 Increase his riches and his peace destroy.  
 Yet still one gen'ral cry the skies assail  
 And gain and grandeur load the tainted gale.

JOHNSON.

Here Sidney lies, he whom perverted law,  
 The pliant jury and the bloody judge  
 Doom'd to the traitor's death. A tyrant king  
 Required, an abject country saw and shared  
 The crime. The noble cause of liberty  
 He loved in life, and to that noble cause  
 In death bore witness. But his country rose  
 Like Sampson from her sleep, and broke her chains;  
 And proudly with her worthies she enroll'd  
 Her murder'd Sidney's name. The voice of man  
 Gives honor or destroys; but earthly power  
 Gives not, nor takes away, the self-applause  
 Which, on the scaffold, suffering virtue feels,  
 Nor that which God appointed its reward.

SOUTHEY.

XI. Distinguish very briefly between the merits of Johnson's writings and Southey's in prose and verse.

## English Literature.—No. 2.

### DRYDEN, ADDISON, POPE.

I. "The best way of describing Addison's peculiar pleasantry is to compare it with the pleasantry of some other great satirists. The three most eminent masters of the art of ridicule, during the 18th century, were Addison, Swift and Voltaire."

Institute the comparison between them.

II. Know then whate'er of Nature's pregnant stores,  
 Whate'er of mimic Art's reflected forms,  
 With love and admiration thus inflame  
 The powers of Fancy, her delighted sons

To three illustrious orders have refer'd,  
 Three sister-graces, whom the painter's hand,  
 The poet's tongue confesses; the sabbians;  
 The wonderful, the fair.

Give the substance of Addison's remarks on the subject.

III. "Wit and fine writing do not consist so much in advancing things that are new, as in giving things that are known an agreeable turn."

(a) Cite a parallel definition from Pope's *Essay on Criticism*.

(b) Give the etymology of *wit*; the sense or senses where-in the term is used in the *Essay on Criticism*, and in Dryden's *Absalom and Achitophel*; Locke's definition of *wit*; and Addison's improvement on it.

IV. (a) Addison compares the *Essay on Criticism* to the critical writings of Horace and Longinus in two particulars: What are they? Give Pope's description of their writings, and justify the comparison.

(b) Show that Pope has partly failed in exemplifying his canon, "The sound must seem an echo to the sense": And give instances of *imitative harmony* from Milton.

V. Milton's strong pinions now not heaven can bound,  
 Now serpent-like, in prose he sweeps the ground:  
 In quibbles Angel and Archangel join;  
 And God the Father turns a school divine.  
 Not that I'd lop the beauties from his book,  
 Like slashing Bentley with his desperate hook.

(a) Give in substance Addison's remarks on Milton's great Epic that bear upon this criticism.

(b) In what class of critics does Pope, in his Prologue to the *Satires*, place "slashing Bentley"?

(c) How is he introduced into the *Dunciad*; and what reference is there made to his "desperate hook"?

VI. "We have three poems in our tongue which are of the same nature, and each of them a master-piece in its kind; the

essay on translated verse, the essay on the art of poetry, and the essay on criticism."

(a) Who wrote the two first? What mention is made of them in the last?

(b) What description has Dryden of one of them in his *Abraham and Achitophel*?

(c) Which of them has the praise of being the first English critic who publicly commended the *Paradise Lost*?

VII. "As the untability of temper and inconsistency with ourselves is the greatest weakness of human nature, so it makes the person who is remarkable for it, in a very particular manner, more ridiculous than any other infirmity whatsoever; as it sets him in a greater variety of foolish lights, and distinguishes him from himself by an opposition of party-colored characters."

(a) Justify Addison's remark by reference to Dryden's exquisite ridicule of such a character: And sketch in your own language the traits satirised by the poet.

(b) Dryden's description concludes as follows:—

Thus wicked but in will, of means bereft,  
He left not faction, but of that was left.

Explain the couplet.

VIII. Paraphrase fully, but exactly, the passages that follow, *i. e.* express the same ideas accurately and completely in your own language:—

In vain to deserts thy retreat is made;  
The Muse attends thee to thy silent shade:  
'Tis her't, the brave man's latest steps to trace,  
Re-judge his acts, and dignify disgrace.  
When Interest calls off all her sneaking train,  
And all th' oblig'd desert and all the vain;  
She waits, or to the scaffold, or the cell,  
When the last lingering friend has bid farewell.  
E'en now she shades thy evening-walks with bays;  
(No hireling she, no prostitute to praise);

E'en now, observant of the  
 Eyes the calm sun-set of thy various day;  
 Through Fortune's cloud one truly great can see,  
 Nor fears to tell, that Mortimer is he.

Let his successful youth your hopes engage;  
 But shun the example of declining age;  
 Behold him getting in his western skiff,  
 The shadows lengthening as the vapours rise.  
 He is not now, as when on Jordan's sand,  
 The joyful people throng'd to see him land,  
 Covering the beach, and darkening all the strand.  
 But, like the prince of angels, from his height  
 Comes tumbling downward with diminished light:  
 Betray'd by one poor plot to public scorn:  
 (Our only blessing since his curst return :)  
 Those heaps of people which one sheet did bind,  
 Blown off and scatter'd by a puff of wind.

IX. (a) Characterise the metre of these verses.

(b) On what is the melody of English verse founded, and what are its elements?

(c) Define the four principal measures of English verse.

(d) Explain the following terms:—metre, verse, hemistich, distich, couplet, triplet, scansion, and Cæsural pause. Where should this pause occur in a properly constructed verse? Are any other pauses admissible?

(e) What are the essentials of perfect rhyme? What are double rhymes?

X. Compare briefly the leading characteristics of the poetry of Pope and Dryden.

## Bengal Literature.—No. 1.

আমরা চতুঃপার্শ্ববর্তি লোকের রোগ, শোক, জরা  
 ক্লেশ প্রতি বাবতীয় ক্লেশ প্রত্যক্ষ করি, যদি তাহার প্রত্যো-  
 কের কাৰণ অনুসন্ধান করা যায়, তবে তৎসমুদয় যে  
 সেই সেই লোকের অপরাধের ফল,—পরম কারুণিক  
 পরমেশ্বর আমাদের কল্যাণার্থে যে সকল হিত-জনক  
 নিয়ম সংস্থাপন করিয়াছেন, তাহা লঙ্ঘন করিবার ফল,  
 ইহার বিস্তর প্রমাণ প্রাপ্ত হওয়া যায়। ইহা অবধারিত  
 জানা উচিত, যে পরমেশ্বর কোন অনির্দেশ্য অলৌকিক  
 কারণে দুঃখ প্রদান করেন না, এবং লৌকিক কার্য  
 কারণ বিবেচনা না করিয়া কোন বোধাতীত মনঃকল্পিত  
 ব্যাপারকে ক্লেশ নিবারণের উপায় মনে করিয়া তাহার  
 অনুষ্ঠান করিলেও উপস্থিত দুঃখের নিবৃত্তি হয় না, ও শত  
 বৎসর ব্যাপিয়া তাঁহার স্তুতি করিলেও তিনি কদাপি নিয়ম  
 ভঙ্গ করিয়া ভক্তের অনুচিত প্রার্থনা পূর্ণ করেন না। এ  
 বিষয়ের দুই এক উদাহরণ প্রদর্শন করা যাইতেছে।

1. Paraphrase the above passage, using as many of your own words as possible.

2. What is the difference in meaning between রোগ and জরা, কল্যাণ and হিত, and between শোক, ক্লেশ and দুঃখ?

3. Explain the words অনির্দেশ্য অলৌকিক বোধাতীত মনঃকল্পিত স্তুতি নিবৃত্তি. Give the opposite of the last-mentioned word.

#### 4. Translate the following passages into Bengalee :—

"The appearances of nature and the occurrences of life did not satiate his appetite of greatness. To paint things as they are, requires a minute attention, and employs the memory rather than the fancy. Milton's delight was to sport in the wide regions of possibility; reality was a scene too narrow for his mind. He sent his faculties out upon discovery, into worlds where only imagination can travel, and delighted to form new modes of existence and furnish sentiment and action to superior beings, to trace the counsels of hell, or accompany the choirs of heaven."

"The son of Sandāsa having gone into the woods to hunt, fell in with a couple of tigers, by whom the forest had been cleared of the deer. The king slew one of these tigers with an arrow. At the moment of expiring, the form of the animal was changed, and it became that of a fiend of fearful figure, and hideous aspect. Its companion, threatening the prince with its vengeance, disappeared."

"After some interval, Sandāsa celebrated a sacrifice, which was conducted by Vasishtha. At the close of the rite Vasishtha went out; when the Rākshas, the fellow of the one that had been killed in the figure of a tiger, assumed the semblance of Vasishtha, and said to the king, 'Now that the sacrifice is ended, you must give me flesh to eat: let it be cooked, and I will presently return.'"

#### Bengalee Literature.—No. 2.

1. State as concisely as you can, in Bengalee, the story of the origin of *Belal panchabinsati*.



2. Translate the following passage into English :—

কন্যাবেশধারী মনস্বী কমেই রাজকন্যার প্রাণ অপেক্ষা প্রিয় হইরা উঠিলেন ; সর্বদা একত্র উপবেশন একত্র ভোজন ও এক সয্যার শরনাদি দ্বারা পরস্পরের প্রণয়সংসার করিতে লাগিল। প্রতিদিন রাজনীযোগে উভয়ে এক শরনে শরন করিয়া বহুক্ষণ পর্য্যন্ত কথোপকথন করিতেন। এক দিন রাজকন্যাবেশধারী মনস্বী সহসা আপন স্বরূপ ও প্রতিপ্রায় প্রকাশে সশব্দ হইয়া রাজকন্যার মনের ভাব পরীক্ষার্থে কথা প্রসঙ্গে জিজ্ঞাসা করিলেন প্রিয়সখি তুমি দিব্যানিধি কি চিন্তা কর। এবং কি নিমিত্তে দিনেই দুর্বল হইতেছ বল।

3. Give the Vocatives of গৌরী দুর্গা রাজা হরি বন্ধু পিতা মাতা স্বামী; the feminines of রূপবান জ্ঞানান মনোরম বনচর ভয়ঙ্কর সুখদারী বহু ভব; and the past passive participles (কৃত প্রত্যয়ান্ত) of কোপ ক্রয় ক্ষয় ক্রেশ গমন গ্রাস পান পাক শোষণ স্পর্শ দংশন বিধান.

4. How would the following words be written in prose কৈতু দিতু লৈল হৈলে?

5. Are the following words ever used in poetry otherwise than as finite verbs in the first person : করি দেখি পাড়ি বারি ছাড়ি ফেলি ধরি বলি?

6. Explain the difference between the verbs থাকি আছে হয়. When is the verb substantive

elegantly understood, and when is it necessary to express it? Illustrate your answer by examples.

7. How is a verb in the infinitive affected when it is repeated? What case of nouns becomes absolute with a participle?—What participle is that? Is a finite verb ever used when that participle intervenes? \*

রাজা মনে মনে এইরূপ চিন্তা করিতেছেন এমন সময়ে কপ্তকী আনিয়া কুতাজলিপুটে নিবেদন করিল মহারাজ! হিমালয়ের উপত্যকাবর্তি অরণ্যবাসী কয়েক জন তপস্বী মহর্ষি কণের সন্দেশ লইয়া মহারাজের নিকট আসিয়াছেন কি আজ্ঞা হয়। রাজা তপস্বিনাম শ্রবণমাত্র অতিমাত্র আনন্দ প্রদর্শন পূর্বক কহিলেন তুমি উপাধ্যায় সোমরাতকে বল, অভাগত তপস্বীদিগকে, বেদবিধি অমুসারে সৎকার করিয়া স্বয়ং সমভিব্যাহারে করিয়া আনিয়া নিকটে লইয়া আইসেন। আশিষ্ট ইত্যবকাশে তপস্বিদর্শনযোগ্য প্রদেশে গিয়া রীতিমত অর্চনা করিতেছি।

8. Give the meanings of কুতাজলিপুটে উপত্যকাবর্তি সন্দেশ উপাধ্যায় সৎকার তপস্বিদর্শনযোগ্য প্রদেশে—What would be the perfect passive participles of প্রদর্শন and দর্শন, as used in the above passage. What is the opposite of উপত্যকা?

9. Analyse the following expressions, i. e. separate their component parts, and point out the সন্ধি between them: মহর্ষি তপোবন বীর্ষব্রহ্ম কশাকী

বহুবিধ কথোপকথন বন্ধোপাসনা বিষয়োৎকল্ল প্রভৃ-  
 তর পিতৃকালর তচ্ছাত্র মদ্যম।

10. Give as many synonyms as you can of রাজা  
 মন মদর অরণ্য খদি আজ।

### Urdu.—No. 1.

1. Translate the following passage into Urdu :—

"At last he went, and I dressed myself quickly. I heard the last call to prayers, and made haste to set out: but the malicious barber, who guessed my intention, went with my servants only within sight of the house, and stood there till he saw them enter his house; having hid himself at the corner of the street, with an intent to observe and follow me. In fine, when I arrived at the Cadi's door I looked back and saw him at the head of the street, which fretted me to the last degree.

"The Cadi's door was half open, and as I went in, I saw an old woman waiting for me, who after she had shut the door, conducted me to the chamber of the young lady I was in love with; but we had scarce begun our interview, when we heard a noise in the streets. The young lady put her head to the window, and saw through the grate, that it was the Cadi her father, returning already from prayers. At the same time I looked through the window, and saw the barber sitting over-against the house, in the same place where I had seen the young lady before."

2. What are generally the terminations of nouns which denote inanimate objects, but are of the feminine gender?

3. Decline *دینا* and conjugate *دینا* to give.
4. How is the passive voice formed from the active?

### Urdu.—No. 2.

1. Translate the following passage into English :—

ایک صامت کی بہنو بولی کہ۔ آئی جوان! بادشاہ زادی نے  
سلام کہا ہے اور فرمایا ہے کہ مجھے کو خاوند کرتی ہے عیب  
نہیں۔ تم نے میری درخواست کی۔ لیکن اپنی بادشاہت کا بیان  
کونا اور اس فقیر کی عین اپنی تین بادشاہ سمجھنا اور اس کا  
غور کرنا نیت ہی ہے۔ میں واسطے کہ سب آدمی آپس میں  
فی الحقیقت ایک ہوں لیکن فضیلت دین اسلام کی البتہ ہے۔ اور  
میں بھی ایک مدت میں شادی کر کے کی آرزو مند ہوں اور  
جیسی تم دولت دنیا سے ہے پروا ہو۔ میری تین عین حق تعالیٰ  
نے اپنا مال دیا ہے کہ جس کا کچھ حساب نہیں ہے۔ پر ایک شرط  
ہی کہ پتلی مہر ادا کر لو۔ اور مہر شہزادی کا ایک بات ہے  
جو تم سے ہو سکے۔ میں نے کہا۔ میں سب طرح حاضر ہوں۔ جان  
مال سے دریغ نہیں کرے گا۔ وہ بات کیا ہے؟ کہو تو میں مانوں  
تب اس نے کہا۔ آج کی دن رات جاؤ۔ کل تمہیں کہہ دوں گی  
میں نے خوشی سے قبول کیا اور رخصت ہو کر باہر آیا۔

2. What is the meaning of *مہر*? What other signification does the same word bear, the vowel points only being different?

3. What is *جان و مال* *سے* *دریغ کرنا* and give the meanings of *کو خاوند* *غیب* *فرور* *نہیں* *دو* *نگی*?

## History and Geography—No. 1.

### HISTORY OF ENGLAND.

1. Describe the character and acts of Charles II. and James II. Mention the most prominent of their persecuting statutes; and describe those special measures of tyranny which drove James II. from the throne.

2. Give an account of the character and early history of William of Orange; What was the great purpose of his life? What were the important measures by which he sought to secure the liberties of England?

3. What were the nominal and what the real aims of the war of the Spanish Succession? Show its great importance; give an account of its campaigns; and describe its powerful effects.

4. What share had England in the war of the "Pragmatic Sanction?" To what events in England did it give rise?

5. Mention the most celebrated English Statesmen of the last century: Show what defects tended greatly to vitiate Parliamentary government during that period.

6. What was the state of Education and of Literature in England, during the 18th century?—Describe the condition of morals generally; and show the real cause by which they began to be improved.

7. Describe the causes and course of the American Revolution: Which party were, in your opinion, in the right; and why do you hold that opinion?

8. What were the real causes of the downfall of Napoleon: What benefits ultimately sprang from his campaigns and his legislation.

### HISTORY OF GREECE.

1. Describe the various tribes and races of which the population of Greece was composed; and show by a map, how they were geographically distributed.

2. On what system were the Greek colonies founded? Show how it differed from that of the Romans. Describe the chief seats of those colonies; and point out the great use which they were to the Mother States of Greece.

3. Describe the system of government and social order which Lycurgus developed in Sparta: Was it natural? Show fully all its effects, both immediate and remote.

4. What were the real causes of the Peloponnesian war? What was the occasion which brought it on? And what were its effects upon all parties.

5. Name some of the chief philosophers of Greece; mention a few of their systems and opinions; and show in what other country and age, similar systems have been promulgated in a similar way.

6. What were the chief elements in the Greek character? What circumstances made Greece conspicuous in history; and why did its influence and usefulness so soon decay?

7. Give a brief view of Alexander's expedition: What benefits resulted from it?

## History and Geography.—No. 2.

### HISTORY OF INDIA.

1. Of what races is the population of India composed? Show their general distribution on a map; and enumerate their various languages.

2. Describe the early Hindu Kingdoms, in their most flourishing state: What was the social condition of the general population; and what elements of that condition remain to this day?

3. Where were the systems of Philosophy chiefly studied? Describe in general the tenets of the *Yogy*; and show what system it resembled in Europe?

4. Give an outline of the twelve expeditions of Mahomed of Ghiani. To what other kings would you compare him ?
5. Describe the expedition and conquests of Shahab-ud-Din in founding the first Mahometan empire in India.
6. Give an account of the fortunes of Humáyun and of his rival Shír Sháh.
7. Describe the policy and character of Akbar. What elements of greatness did that character display ?
8. Briefly describe the family feuds between Aurungzebe and his brothers ; and show their lamentable results.
9. What was the Mogul system of Government ? What were the great difficulties with which it contended ? Show that its rapid decay was perfectly natural. How does the English government successfully meet these difficulties ?
10. Give an account of the rise of Sivajee, and the Mahrattas. When were that people effectually checked ; and why was it impossible for them to hold a country long ?
11. How have the English succeeded, during their progress in India, in eating out the French and Dutch, who were at one time so powerful ?
12. What are the objects aimed at in the English system of Government in India ; and how does it seek to accomplish them ?

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### Mathematics.—No. 1.

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#### EUCLID.

1. Define a circle. Is any curve a circle, if every point in it is equally distant from a certain fixed point ?
2. If a parallelogram and a triangle be on the same base and between the same parallels, the parallelogram is double of the triangle.

How is this proposition applied in the survey of land? A piece of land  $ABOD$  is in shape, a trapezium. The side  $AB$  is 190 yards long, and the perpendiculars  $CE$  and  $DE$ , let fall from  $C$  and  $D$  on  $AB$ , are 120 and 80 yards respectively; and the abscissæ  $AE$  and  $BE$  of the base, are 50 and 120 yards respectively; find the area of the field, reckoning 40 yards as the side of a square *begah*.

3. In the figure of the Proposition Book II. 11.—To divide a given straight line in such a manner, that the rectangle of the whole and one of the parts, is equal to the square of the other part—What other lines are divided similarly to the given line?—(The demonstration of the proposition itself is not required).

4. The angles in the same segment of a circle are equal to each other. Find the locus of a point, from which if lines be drawn to the corners of a square, the angles subtended by the sides of the square are equal to each other.

5. Give Euclid's definition of Proportion.

6. Enunciate the propositions in the sixth Book, which show the conditions under which triangles are similar to each other.

7. How do we measure the inclination of a straight line to a plane.

8. Define a cube. If the edges of a cube be cut off by long narrow planes, find the number of planes and of solid angles in the resulting solid.

9. If a solid angle be contained by three plane angles, any two of these angles are together greater than the third angle.

### CONIC SECTIONS.

X 1. A parabola being traced on paper, determine its axis.

2. In the Parabola the perpendicular from the focus on the tangent at any point, is a mean proportional between the focal distances of the point and of the vertex.

3. Give the definition of an Ellipse, with reference to the distances of any point in the curve (1) from a given point and a given line (2) from two given points.



4. Two equal rods SH, DE, of which SH is fixed, are connected together by two equal strings SE, HD, which cross each other at P, show that as the rod DE moves, the locus of P is an Ellipse.

5. In an Ellipse, the semi-axis minor is a mean proportional between the segments of the axis minor, intercepted between the centre and the ordinate of a point, and between the centre and the tangent to the point.  $(Cn : BC :: BC : Ct)$ .

6. In an Ellipse show that the rectangle contained by the segments of any diameter, is to the square of the semi-ordinate, as the square of the diameter, is to the square of the conjugate diameter.

$$(PF : VG : QV^2 :: CP^2 : OD^2)$$

7. In the Hyperbola the portion of a tangent intercepted by asymptotes, is bisected at the point of contact.

8. Assuming that the Ellipse is the name given to the closed section of a cone, by a plane making an oblique angle with the axis, deduce the two definitions referred to in question (3), by inscribing in the cone, two spheres, one above and the other below the cutting plane, each sphere touching the conical surface in a circle, and the cutting plane in a point. Show that these two points are the Foci of the Ellipse : and that the planes of the circles of contact being produced, meet the cutting plane in the *directrices*.

What slight modification must be made in the above construction, to adapt the proposition to the Parabola and to the Hyperbola ?

# Mathematics.—P. 2.

## ALGEBRA.

1. In converting a fraction into its equivalent decimal, the decimal will either be terminated, or, if not terminated, recurring.

In extracting the square root of a number, the root will either be terminated, or, if not terminated, infinite and non-recurring.

Prove the above statements.

2. Multiply together  $(x+a)$ ,  $(x+b)$  and  $(x+c)$ ; and write down the product of

$$x + \frac{1 + \sqrt{-3}}{2}, x + \frac{1 + \sqrt{-3}}{2} \text{ and } x + 1$$

3. Solve the equations

$$\frac{\sqrt{x-16}}{x-3} + \sqrt{x+3} = \frac{7}{\sqrt{x-3}}$$

$$x + x(y-1) = 42$$

$$y^2 + y(x-1) = 89$$

Two men start at the same time, one running and the other walking, towards the same post. Their distances from the post are at first as 12 to 5, after one minute they are as 9 to 4; and after one minute more as 2 to 1: Required when the first will pass the second, and when each will arrive at the post?

4. If  $\frac{x}{a} = \frac{y}{b} = \frac{z}{c}$  then

$$\frac{x^2 + a^2}{x + a} + \frac{y^2 + b^2}{y + b} + \frac{z^2 + c^2}{z + c} = \frac{(x + y + z)^2}{x + y + z} + \frac{(a + b + c)^2}{a + b + c}$$

5. Given the first term, common difference, and sum of an arithmetical series, find the number of its terms. Explain the double result; and show when the values, one, both, or neither, are values supplying interpretable results.

Sum the series

$$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \text{&c. to } n \text{ terms.}$$

7. Assuming the Binomial Theorem for positive integral indices, prove it for negative and fractional indices. Write down the two middle terms of

$$\left(x - \frac{1}{x}\right)^{4m+1}$$

and the  $r$ th term of the series  $(1-x)^{-\frac{1}{x}}$

### TRIGONOMETRY.

1. Trace the changes of sign and magnitude in the chord, as the angle varies from  $0$  to  $360^\circ$ . Explain the meaning of the negative sign of the chord.

2. What is the value of  $\sin. 2745^\circ$ ?

Find all the values of  $\theta$  which satisfy the equation  $\sin. \theta = \frac{1}{2}$ .

3. Find  $\sin. (A - B)$  in terms of the sines and cosines of  $A$  and  $B$ . Give the geometrical construction when  $A$  is between  $225^\circ$  and  $270^\circ$ ; and  $B$  between  $90^\circ$  and  $135^\circ$ .

4. Express  $\cos. A$  in terms of  $\sin. 2A$ ; and show by *a priori* reasoning, that the expression must have four values.

5. Prove that  $\sin. \theta > \theta - \frac{\theta^3}{4}$ . How is this formula used in constructing a table of natural sines?

6. Define the characteristic of a logarithm? What is the characteristic of  $\frac{1}{10}$  to the base 2?

7. Given  $\log. 76.563 = 1.8840189$ , and  $\log. 765.64 = 2.8840246$ ; find  $\log. 76563.72$ ; and find the number whose logarithm is  $3.8840213$ , as far as three places of decimals.

8. Two sides of a triangle are respectively 562 feet and 320 feet, and the included angle is  $128^\circ 4'$ ; find the other angles.

$$\log. \tan. 25^\circ 53' = 9.6875402$$

$$\log. \tan. 7^\circ 36' 40'' = 9.1253870$$

$$\log. 2.42 = .3838154$$

$$\log. 8.92 = .9451656$$

## Natural Philosophy.—Part I.

## STATICS.

1. Find the direction and magnitude of the resultant of two forces acting on a point.

2. At a joint in a suspension bridge, the lower link and the rod supporting the framework make angles with the vertical of  $105^\circ$  and  $165^\circ$  respectively, and bear tensions of 55 tons and 5 tons respectively. Find the direction and the tension of the upper link:—Given  $\cotan. 15^\circ = 4$  nearly.

3. Two forces acting at the extremities of a lever, will produce equilibrium when the moments of the forces about the fulcrum are equal.

4. A vertical and longitudinal section of a palanquin, through the poles and centre of gravity, divides the frame symmetrically: The poles, horizontal in position, are supported on two props, equi-distant from the palanquin, and are fixed to it in the usual manner, partly by projecting irons and partly by sockets: Show that the tendency of the front and back of the palanquin is to burst inwards at the top, and outwards at the bottom.

5. Find the centre of gravity of a plane triangle.

6. A sphere has for its diameter the radius of another sphere: Find the centre of gravity of the solid bounded by the two spherical surfaces.

7. Find the ratio of the power to the weight in a system of pulleys, in which all the strings are attached to the weight; friction and the weight of the pulleys being neglected. When there are five pulleys, and the strings are all attached to a horizontal bar connected by a hook with the weight, find the position of the hook that the bar may continue horizontal.

8. Find the ratio of the power to the weight in the screw. Find the weight that can be sustained by a power of one pound, acting at a distance of 12 feet from the axis of the screw, the distance between two consecutive threads being one inch.

## DYNAMICS.

1. Define accelerating force. How is accelerating force measured?
2. Enunciate the three laws of motion.
3. State some of the facts on which the second law is founded. What is the highest confirmation of these laws.
4. A railway engine proceeds at its fastest speed in a due northerly direction: On which side will it have a tendency to run off the rails, and why?
5. Find the space described from rest, in a given time, under the action of a uniform accelerating force.
6. Assuming the usual notation, show that when a body starts with an initial velocity  $V$ .

$$s = Vt + \frac{1}{2} ft^2.$$

$$v = V + ft.$$

$$v^2 = V^2 + 2fs.$$

7. A body falls 9 feet along an inclined plane in the first second: find the inclination of the plane.

## Natural Philosophy.—No. 2.

## HYDROSTATICS.

1. Define a fluid, a liquid, density, and specific gravity.  
Find the weight of a cubic inch of gold; the specific gravity of gold being 19.25, and a cubic foot of water weighing 1,000 ounces.
2. Find the pressure referred to a unit of surface, at any depth below the surface of a fluid at rest exposed to the air.  
An aperture is made in the side of a vessel full of fluid: Explain the effect upon the vessel.
3. The whole fluid pressure on a surface immersed in a fluid, is equal to the weight of a column of fluid having for its base,

the area of the surface immersed, and for its height, the depth to the centre of gravity of the surface below the surface of the fluid.

Compare the pressure on the surface of a hollow sphere filled with water, with the weight of the water itself.

4. Describe the common pump, and find the tension on the piston rod corresponding to any height of the column of water.

5. The pressure of air at a given temperature varies inversely as the space it occupies.

Does the tension of the rope by which a diving bell is suspended, increase or decrease as the bell is sunk lower?

6. Describe briefly Watt's condensing steam-engine, with special reference to the manner in which the piston is made to travel backwards and forwards.

7. What is the difference between high and low pressure steam-engines; and what are their comparative advantages and disadvantages.

## OPTICS.

1. Enunciate the laws of reflection and refraction.

2. Find the position of the image formed by refraction at a plane surface.

3. Find the position of the image formed by reflection at a convex-mirror.

Trace the course of a reflected ray from a given point in the object to the eye. Find the limits within which the eye must be situated to see the object.

4. For a few days before and after the new moon, a pale light may be seen on the moon's darker surface: This is the "earth-light," and is due to the reflection of the sun's rays from the earth to the moon, and back again to the earth: Trace the course of a ray thus reflected, from any point in the sun, to the eye of the spectator.

5. What is the critical angle? If the critical angle for glass is  $41^{\circ} 45'$ , find the part of a table illuminated by rays of light which fall on a cube of glass placed on the table, the direction

of the rays being parallel to a diameter of one of the vertical faces of the cube.

6. Trace the corresponding positions of the foci of incidence and refraction for a concave lens.

### Questions set for the Calcutta University Entrance Examination 1857.

AT WHICH EXAMINATION THE CANDIDATES FOR  
JUNIOR SCHOLARSHIPS WERE ALSO EXAMINED.

#### English.—No. 1.

1. "In every incipient language, the poet and the prose writer are very distinct in their qualifications: the poet ever proceeds first; treading unbeaten paths, enriching his native sounds, and employed in new adventures. The other follows with more cautious steps, and, though slow in his motions, treasures up every useful or pleasing discovery. But when once all the extent and force of the language is known, the poet then seems to rest from his labour, and is at length overtaken by his *assiduous* pursuer. Both *characters* are then blended into one: the historian and orator catch all the poet's fire, and leave him no real mark of distinctness, except the *iteration* of numbers regularly returning. Thus, in the decline of ancient European *learning*, Seneca, though he wrote in prose, is as much a poet as Lucan; and Longinus, though but a critic, more sublime than Apollonius."

State as concisely as you can, and in your own words, what you conceive to be the meaning of this passage.

2. Give the *literal* meanings of the words in italics.

3. What are the peculiar characteristics of Goldsmith as an author?

4. "Ye friends to truth, ye statesmen, who survey  
 The rich man's joys increase, the poor's decay,  
 'Tis yours to judge, how wide the limits stand  
 Between a splendid and a happy land;  
 Proud swells the tide with loads of freighted ore,  
 And shouting Fothy hails them from her shore;  
 Hoards, even beyond the miser's wish, abound,  
 And rich men flock from all the world around.  
 Yet count our gains: this wealth is but a name  
 That leaves our useful products still the same.  
 Not so the loss: the man of wealth and pride  
 Takes up a space that many poor supplied;  
 Space for his lake, his park's extended bounds,  
 Space for his horses, equipage, and hounds:  
 The robe that wraps his limbs in silken sloth,  
 Has robbed the neighbouring fields of half their growth;  
 His seat, where solitary sports are seen,  
 Indignant spurns the cottage from the green;  
 Around the world each needful product flies,  
 For all the luxuries the world supplies:—  
 While thus the land, adorned for pleasure, all  
 In barren splendour feebly waits its fall."

Paraphrase from "not so the loss" to the end; or, preserving the grammatical structure, express in prose form, and different words, what is here stated.

5. (a.) What is the full nominative to the verb *is*, in the passage "Tis yours to judge," &c.?

(b.) In the second last line parse fully the word *all*.

(c.) If the absolute case occurs in this passage, note it; if not, give an original sentence containing it.

6. Do you know of any State or States in ancient or modern times of which this is a description?

"A vain fellow, who had travelled abroad in the world, would, at his return, relate many surprising stories of all his wonderful actions; and particularly he gave an account of a leap he took



at Rhodes, that nobody there could come within six feet of it. This, said he, I am able to prove by several witnesses upon the place. If this be true, said one of the company, there is no need of going to Rhodes for witnesses; only fancy this to be Rhodes, and you can easily show us this amazing leap."

1. Parse the word in *Italica*.
2. Give all the terminations in English denoting diminution and an example of each.

### English.—No. 2.

1. "*Vision effects its purposes* also by placing the speaker on the spot where the *action* or *event* happens, and by causing him to assume the *direction* of what takes place. He gives orders with uncontrolled *authority*, with *respect* to things over which he has not the smallest *influence*, and in which he is no more concerned than another. He addresses the spectators on every important *occasion*, and they can see nothing but as he directs their *attention*."

Change as far as possible, and so as to leave the sense unbroken, all the verbs in the active voice into the passive.

2. Give the derivation of the words in *Italica*.
3. What is meant by *figurative* language?—What is metaphor?—What is a simile, allegory, irony, hyperbole, apostrophe?—Give illustrations, original or quoted.

4. "How oft do they their silver bowers leave,

To come to succour us that succour want!

How oft do they with golden pinions cleave

The sitting skies, like flying purpurines,

Against foul fiends to aid us militant!

They for us fight, they watch and duly ward

And their bright squadrons round about us plant;

And all for love, and nothing for reward :  
Oh ! why should heavenly God to man have such regard !

Explain the words in Italics.\*

5. Give the various meanings of the following words, and illustrate each in an original English sentence—

But

Watch

That

Regard

6. (a.) Parse the following words in italics, giving the rules of syntax—

" *These are they* "

" *They come to succour want* "

" *They succour us that succour want* "

" *How oft do they leave* "

(b.) Give the rules of which the following are violations—

" Of the two orators, Demosthenes was the greatest "

" He who breaks the law, the law will punish. "

" He knows the world better than us. "

If the last sentence is correct, what is the meaning of it : if not, where is the error ?

Write a very short essay on the following couplet from Goldsmith's " Traveller "—

" \* \* \* Just experience tells in every soul "

" That those that think must govern those that toil. "

### Bengalee.—No. 1.

1. Translate the following English sentences into Bengalee, and Bengalee sentences into English—

Have you heard of the war in Persia? Persia was never before attacked from the sea.

Which course did Nadir Shah take when he invaded India, Did he meet with any success?

His intention was rapine and plunder. He had no idea of establishing a kingdom in India, nor was he ambitious of the glory of improving a foreign race by good Government.

The Mogul king Akbar was a very beneficent ruler. He did much for the improvement of the country.

It is said in the Sastras, that under some of our kings crime had altogether disappeared.

Such extravagant descriptions are always liable to suspicion.

অন্য আনার কি সুপ্রভাত তোমার সহিত এতদিনের  
পর সাক্ষাৎ হইল।

আমি তীর্থ পর্য্যটন মনসে গৃহহইতে প্রস্থান করিয়া  
নানাবিধ দেশ দেশান্তর দেখিয়া আসিয়াছি।

নানা দেশীয় লোকের বিবিধ রীতিনীতি দর্শন  
করিলে জ্ঞানচক্ষুর বিশেষ উন্মীলন হয়।

পণ্ডিতেরা কহিয়াছেন জন্মভূমিতে লীন হইয়া দেশ  
দেশান্তর না দেখিলে মনুষ্যের মহত্ত্ব হয় না।

যে ২ দেশ দেখিয়াছ তৎসম্বন্ধীয় বিবরণ অবকাশ  
মতে আমাকে কহিতে হইবে।

What, according to Bengalee Syntax, are the positions of the nominative case in respect of the verb to which it belongs, and of the accusative and the infinitive in respect of the verbs which govern them? Illustrate by examples.

3. Is the accusative ever governed by any other than a verb active? Illustrate by examples.

4. By what parts of speech are genitive cases governable?

5. Is any other case than the nominative ever used in Bengalee as the agent of a verb? Illustrate by examples.

৬. Is the genitive case always formed from the nominative simply by the addition of *র*? And is the nominative plural always formed from the singular by the addition of *রা*?

৭. What are the feminines of the following nouns? বেষ বিশাচর উত্তম শূর কৃষ্ণক ধর্ম কানী বিদ্যাম্ বালক স্ত্রী শূন্য and the masculines of কপৌরনী বুদ্ধিমতী নারিক। প্রেরণী প্রণয়িনী।

৮. Correct the orthographical, grammatical, and idiomatic errors in the following sentences—

তিনি বলিল আমাকে ঘাইকৈ শাস্তিমান্যর।

অন্য পিড়া হইরাহে গুরু মহাসন্নকে, এই নিমিত্ত সে পারিবে না পড়াইতে।

তুমি কেন আইলাম এত বিলম্বের।

তুমি দিল বড় ক্লেশ আমার।

দশরথ রাজা বন-যাত্রাইলে রামচন্দ্রকে কৈকয়ীর পরামর্শের, তাহাতে আপনি মারিলেন আনে। হার ত্রি লোকের অত্যন্ত অনুরাগিনী হইলে পুরুষ কেমন ছাড়াই হইল। যে মনুষ্য নারির বসিভূতা তাহার থাকে না মাগ শত্ৰু।

Bengal—Ex. 2.

হর বীর রহিলেন লক্ষ্য অপেক্ষা।

বিক্রমে যৌবন রাম কি.ধনকে শিক্ষা।

আত্মশোকে যোঁকেন জীৱন মহাবল ।  
 তাক সহিতে নারে উঠি নিল রক্ত ।  
 'লজ্জণের অঙ্গ বেয়ে রক্ত খাড়ে ধারে ।  
 ছুই হাতে রঘুনাথ নে রক্ত সম্বরে ।  
 হুতমান কোপাঙ্কিত মহাবলে বলি ।  
 রথে হইতে সূর্য ধরি রাখে ককতলি ।  
 শরাগোটা হেন দেখে সকল সংসার ।  
 মাথায় পৰিণ করি সাগর হইল পার ।

1. Turn the foregoing lines into prose (Bengalee),  
 using other words, as far as you can, synonymous  
 with those in the text.

অঙ্গ মাতা পিতা আর্হে জীৱনের বনে ।  
 আমা কোলে করি রাজা চল সেই স্থানে ॥  
 রঘুনাথ এট মত চিন্তি মনে মনে ।  
 চিত্রকূট ছাড়িয়া চলিলেন দক্ষিণে ॥  
 নরল কদম্ব রাজা এত নাই বুকে ।  
 অঙ্গগর সপা যেন কৈকয়ী গরজে ॥  
 দশরথ অতিবৃদ্ধ কৈকয়ী বুঝতী ।  
 কৈকয়ী বিছনে তার আর নাই গতি ॥  
 কৈকয়ী বুঝতী নারী দশরথ বুড়া ।  
 বৃদ্ধের বুঝতী নারী আশহইতে বাড়া ॥  
 আশের অধিক রাজা কৈকয়ীয়ে দেখে ।  
 আশ ওড়ে রাজার কৈকয়ী কান্দে ছুখে ॥  
 ধীরে ২ জিজ্ঞাসেন কল্পিত অস্তরে ।  
 বনে যুগ কাপে যেন বার্ষিকীর ডরে ॥

২. How would the words জালা and করি (2nd line) চিহ্নি (3rd line) গরজে (8th line) বিহুমে (8th line) be written if it were in prose?

৩. What is চিত্রকূট, what does it literally mean, where is it situated?

৪. Who is meant by রঘুনাথ, and why is he so called?

৫. What are the literal meanings of সরল অঙ্গন গতি জিজ্ঞাসেন?

৬. Give the Sanscrit derivation of the words কোলে বুকে কৈকরী ওড়ে কাশে কাশে-বাঘিনীর.

ইকরাজের বাণিজ্যের কোঠা অনেক প্রায়ে ছিল যে জিনিসের যে রাজকর নিরম ছিল সেই মত নবাবসাহেব পাইতেন। নবাব সাহেবেরদৌল অত্যন্তরূপে করিলেন ইকরাজেরা ব্যাপার বাণিজ্য অতিবিস্তার করিতে লাগিলেন। অতএব আমি এখন অধিক রাজকর লইব ইহাই বিবেচনা করিয়া প্রধান ২ পাত্রগণকে আজ্ঞা করিলেন সকল সম্বাদ লিখ যেখানে ২ ইকরাজের বাণিজ্যের কোঠা আছে সেই ২ স্থানে আমার যে ২ চাকরেরা রাজকরের নিমিত্ত আছে তাহারদিগের উপর এই লিখ যেন সকল নিরম আছে তাহা অপেক্ষা রাজকর অধিক লয়। ইহা শুনিয়া পাত্র কহিলেন ইকরাজ সাহেবেরা বিদেশী মহাজান এ দেশে অনেক কালাবধি ব্যাপার বাণিজ্য করেন নিরমিত রাজকর বরাবর দেন কখন অধিক দেন নাই এখন আপনি অধিক লইবেন এ উত্তর পরামর্শ হয় না তবে মহালগ্ন কর্তা যেমত আজ্ঞা হয়। এই কথায় বাবদীর প্রত্যাক ২ পাত্র জিজ্ঞাগণ সক-

সেই কহিলেন মহারাজ বহেজ্জ বে কহিলেন এই উত্তর।  
আদ্যোপান্ত যে হইয়া আসিতেছে এখন তাহার ব্যতিক্রম  
করা ভাল মতে। পাত্র মিত্রপণের বাক্য গ্রহণ করিয়া  
নবাব উদ্বাহিত হইয়া কহিলেন তোমরা আমার চাকর  
আমি যেমন কহিব সেই মত কার্য করিবা।

7. Translate the foregoing passage into English as far as the words তাহা অপেক্ষা রাজকর অধিক নয় (10th line).

8. Give synonymes of রাজকর জিনিস আজ্ঞা চাক-  
রেরা মহাজন বরাবর যাবদীর মিত্র আদ্যোপান্ত ব্যতিক্রম  
উদ্বাহিত কার্য সকল.

9. What are the different meanings of the words  
কর মিত্র পাত্র অপেক্ষা কাল গ্রাম ইল্ল?

### Urdu.—Pt. 1.

#### URDU GRAMMAR.

1. In what gender do nouns of various genders joined together, require that the adjective, verb, or participle governed in common by them should be, and does the same rule apply to inanimate beings?

2. How is the passive voice formed from the active?

3. How is the causal formed when the root of the primitive verb is a monosyllable with any of the long vowels

1. — — — — — Give examples.

4. Give the plurals of the following nouns in the nominative and objective cases—*پتہ، درخت، گھر، پانی، کتاب، روپہ، چریا، لکڑی*.

—*پانی، شلغم، مانی، لکڑی، پتہ، گھر، روپہ، چریا، لکڑی*—

5. How are the comparative and superlative formed?

6. Give the genders of the following nouns—

—*مہاراجہ، کانٹہ، مالا، درخت، موتی، پانی*—

Correct the following passages.—

ایک سیاحی کا لڑکا ایک اچھا کتاب خانہ میں لے ہوئے مٹری  
پر کھلے لیا اسمیں ایک بیلے کا بیٹا۔ اسکو پتی مار مارا وہ  
لڑکا روئے ہوئے اپنے گھر کو گیا اسمیں سیاحی بہت حفا ہوکر  
بلی اور آئے جہہ فاک کہا کہ اس لڑکے کو کون مارا ہے اور  
اسکا کتاب چھیں لیا ہے اسمیں کنسی نے کہا کہ وہ کتاب کون کتاب ہے

To be rendered into Urdu—

When he chooses to set to work, he does the work of four days in as many hours.

He is afraid to say so to my face, and therefore does so behind my back.

They hung him on the branch of a tree.

The less you have to do with one so devoid of honorable sentiments the better.

The corn sown in that field produced ten-fold.

He overtook and passed me with the greatest ease.

To be rendered into English—

۱۔ تم کہوں ہوں در بدر پہونے پر نہیں جاؤ آؤ دو پیسے کماؤ

۲۔ جیٹھس کو اپنے ہاتھوں کی پرورش لازم ہے

۳۔ آج کل پیسے کی بڑی گرم بازار ہے اسکا کیا مطلب ہے



م۔ تم جانکر کسی کو بھی مال سے دریافت کرو کہ نیک کا بہار کیا ہے  
 ہ۔ صاحب آج کل نیک کا بازار بہت گرم ہے نیک کا مال روپیوں کو  
 چھوٹتا ہے۔ خیر جب بازار کو جلویگا تب میں بے روٹکا  
 ہ۔ ہم اس مال کو بیچکر پورے روٹے نفع میں بے سکتے ہیں پورے  
 روپیہ کی مدت میں مہینا ہے

### Ex. 2.

الغرض وہ جہاں آکرے ہوئے تھے وہاں ان پہنچا اور ایک  
 کونے میں لگ کر تہنی لہرائیاں اور چوڑائیاں جھوٹی جھوٹی  
 منے لگا آخر نہ وہ سکا سامنے آکر دو بدو کہنے لگا بے دخل فصل کی  
 باتیں آپس میں کیا کر رہے ہو اپنا منہ دیکھو گل بکاولی میوے  
 پاس ہے اور وہیں اس کو کمر سے کھول آن دغا زون کے آگے رکھ  
 دیا شہزادے طیش کھا کر بوجے بھلا ہم اُسکو آزمویں اگر تیری  
 بات سچی نہوتو جو ہم چاہیں سو نچہ کو سزا دیں تاج الملوک بڑا  
 سانچ کو آج کیا بہت بھتر

Translate the above passage into English, paying particular attention to the portions underlined.

Give the derivation of the word لہرائیاں —

حاصل یہ ہے کہ میں تو کیا ہوں کسوں سے یہ عالم نہ دیکھا  
 ہوگا نہ سنا ہوگا اس سزے میں خاطر جمع ہے ہم دونوں بیکم کے  
 کہ کربال میں غلام لگا اب اس حادثہ ناگہانی کا ملجز میں کہ  
 روپوں چار پرائیڈ سے ہمارے ہاتھ پر کرکچہ اس معشرہ کے کان میں

کہا میں نے اسکا چہرہ نہیں دیکھا اور مجھ سے بولی کہ اچھے بھائی  
 دل تو یہ چاہتا تھا کہ میری دم ٹہرے ساتھ ساتھ کر دل پہلوانوں  
 اور اسی طرح ہمیشہ گونے لیا تھا اپنے ساتھ لہجوں پر یہ اسان  
 دو شخصوں تک جگہ آرام اور خوشی سے رہنے نہیں دیتا ہے جاناں  
 ارا خدا نگہیں میں یہہ سبک میرے حواس جالے رہے اور طوطی  
 ہانہ کی آؤ گئی

Give the literal and idiomatic meaning of the underlined passages of the above

What is the final s in مشورہ called?

### English.

#### ORAL EXAMINATION.

"I am just returned from Westminster Abbey, the place of sepulture for the philosophers, heroes, and kings of England. What a gloom do monumental inscriptions, and all the venerable remains of deceased merit inspire? Imagine a temple marked with the hand of antiquity, solemn as religious awe, adorned with all the magnificence of barbarous profusion, dim windows, fretted pillars, long colonnades, and dark ceilings. Think, then, what were my sensations at being introduced to such a scene. I stood in the midst of the temple, and threw my eyes round on the walls, filled with the statues, the inscriptions, and the monuments of the dead."

1. Read this passage.

2. Explain the words in Italics.

## Bengalee.

## ORAL EXAMINATION.

## 1. Read the following lines—

মণি পেয়ে রঘুমণি আনন্দিত অতি ।  
 তদবধি রক্তকুট হনুমানপ্রতি ॥  
 এই স্থির করিলেক অক্লম অন্তরে ।  
 রক্তকুট আছে রাবণের শিরে ॥  
 এ মুকুট ধরে যাব রাম সস্তাবণে ।  
 প্রসন্ন হবেন রাম ইহা দরশনে ॥  
 প্রাচীবে বসিযাহিল বালির কোঙর ।  
 এক লাক দিয়া পড়ে রাবণ উপর ॥  
 সিংহাসনে বসিয়া রাবণ তারে ধরুে ।  
 জড়াজড়ি করি পড়ে ভূমির উপরে ॥  
 ধরা টলমল করে উভয়ের ভরে ।  
 ইন্দ্র গরুড়ে বুদ্ধ গগণ উপরে ॥

Value 25.

## 2. Explain the words শিরে সস্তাবণে প্রসন্ন কোঙর ধরা.

Value 13.

## 3. Who were রঘুমণি অক্লম বালি ইন্দ্র গরুড়?

Value 12.

## Urdu.

## ORAL EXAMINATION.

القصة جب بکاولی نے راج الملوک کا اشتیاق اپنے سے دونا پایا اور صبر و قرار طرفین کا بدوں وصال کے محال نظر آیا تب سن سے کیا کہ حوالہ کو جلد حاضر کر وہ سننے ہی آئے دوزی اور پل مارے گیا پانچویں حوالہ آسکر مضطرب دیکھ کر پوچھنے لگی ای بیٹا خبر ہی ایسی گھبرائی ہوئی کیوں آئی ہو وہ بولی خبریت ہی لیکن بادشاہ زادی نے تمہیں یاد فرمایا ہی دیر نکرو شکاری چلو حلقہ پر بڑا کو آئے کھڑی ہوئی اور غیر وقت کے بلانے سے بید کے مانند کانپتی آئی تیا دیکھتی ہی کہ بکاولی کی ٹرکس چٹیم غراق یار سے بیمار ہی اور ہر مؤہ فوراً ہی کی مانند اشکبار ماتم زدوں کی صورت بس عشرت کدہ میں بنائی بیٹھی تھی۔

1. Read the above passage, and explain the meaning and derivation of the following words and phrases —

مضطرب پل مارے — محال — طرفین — اشتیاق — القصة  
عشرت کدہ — اشکبار — بید — غیر وقت — پر بڑا — یاد فرمایا —

Value 25.

فقیر نے ایسی ہی کار کن کار کردہ دی ہوش لاکر حاضر کیے موافق فرمان کے تعبیر عمارت کی ہوئے لگی اور نوکر چاکر ہر ایک کار خانہ جانکی خاطر چن چن کر فہمیدہ آور با دیانت ملازم جوئے لگے اس عمارت عالیشان کی تیار کی خبر رفتہ رفتہ بادشاہ ظل سبحانی کو جو قبلہ کاہ ملکہ کے گئے پانچویں سنکر بہت متعجب ہوئے اور ہر ایک سے پوچھا کہ یہ کون شخص

ہی جن نے یہ مکان بنانے شروع کئے ہیں اسکی کیفیت سے  
کوئی واقف نہ تھا جو عرصے کے مہینوں نے کانوں پر ہاتھ  
رکھی کہ کوئی سلام جاننا نہیں کہ اسکا باپ کون ہی

2. Read the above, and explain the meaning of the following words and phrases—

رفتہ رفتہ — ملازم ہونا — فہمیدہ — ذی ہوش — کار کردہ — کارکن  
بانی — کان پر ہاتھ رکھنا — قیلہ گاہ — ظل سبحانی —

Value 25.

## Geography.

1. What are the principal Mountain ranges of Asia?
2. What is a delta?—Mention some of the most celebrated.
3. Draw a map of India, marking the chief mountains, rivers and towns.
4. What are the principal British possessions in Africa and North America?
5. Give the chief islands in the Eastern Archipelago.
6. Give a list of the principal productions (natural and artificial) of India, with the places where they are found.
7. Describe the extent of the Roman Empire at the death of Augustus.

## Mathematics.

### ARITHMETIC.

1. Multiply and divide  $\frac{3}{4} + \frac{1}{2}$  by  $1 - \frac{1}{3}$ , and which result the greater, and express their difference in its lowest terms.

2. Find the value of  $\frac{1}{3\frac{1}{2}}$  of £ 18 +  $\frac{1}{4}$  of 2s.—10.037d.; express the result in pounds true to the first period of the recurring decimal, and find the square root of 101.204 true to the fifth digit in the decimal.

3. A person buys 136 yards of cloth for £ 150, and sells it at £ 1. 18s. a yard; what does he gain or lose by the transaction.

4. Find the simple interest of £ 960 for 1½ years at 4 per cent. per annum; also the compound interest of the same for the same time and at the same rate.

## ALGEBRA.

1. Divide  $1-2x^2-11x^3-9x^6$  by  $1+2x+x^2+3x^3$

2. Simplify the expression—

$$\left(\frac{a}{1+\frac{b}{a}} - \frac{b}{1+\frac{a}{b}}\right) + \left(\frac{a}{1+\frac{a}{b}} + \frac{b}{1+\frac{b}{a}}\right)$$

3. Find the square root of

$$x^6-4x^5+10x^4-12x^3+9x^2$$

4. Solve the following equations—

$$1. \quad \frac{1}{3} - \frac{7x-1}{64-3x} = \frac{8}{3} \left( \frac{x-1}{x-2} \right).$$

2. A, B, and C have £ 8100 between them; A has £ 200 more than B, and B £ 100 more than C; what is the share of each?

5. If  $a : b :: c : d$  show that  $a + b : b :: c + d : d$ , and that  $a^n : b^n :: c^n : d^n$ .

## EUCLID.

1. Any two sides of a triangle are together greater than the third side.

2. In obtuse angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than

the squares of the sides containing it by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted with the triangle between the perpendicular and the obtuse angle.

8. A straight line is drawn from an external point  $A$  through the centre  $C$  of a circle meeting the circle in  $B$  and  $D$ ; and from the same point  $A$  a straight line is drawn touching the circle in  $E$ : join  $BE$ ,  $CE$ ,  $DE$ :

1. If the angle  $BAE$  is  $80^\circ$ , required the value in degrees of the angles  $AEB$ ,  $BEC$ ,  $CED$ ,  $EDC$ ,  $ECB$ ,  $EBC$ , and  $EBA$ .

2. If  $DB=12$  and  $BA=4$ , what is the value of  $AE$ ?

## Questions set to the Candidates

FOR

JUNIOR OR SCHOOL SCHOLARSHIPS,—1856-57,

IN ADDITION TO THE FOREGOING.

## Elements of Modern History.

1. What is meant by the "Reformation;" describe its progress in England under Henry VIII. and his successor.

2. Draw a map of America. Give an account of the Spanish conquests in that country; and show how America was eventually divided among the nations of Europe.

3. Give some illustrations of the civilized condition of India in remote antiquity: in what localities were the great Hindu kingdoms situated.

4. Describe the exploits of Solyman the Magnificent, and the progress of the Turkish power in Europe: when, and how were they driven back?

5. Describe the troubles existing in France both before and after the dreadful massacre of St. Bartholomew.

6. What was the object for which the English Parliament contended with Charles I.; when and how was it finally secured?

7. Give an account of the great philosophers of the seventeenth century.

8. What was the object of the French Revolution?—What were its causes?—Give an outline of its progress.

9. Describe the progress of the war in North America between the French and English in the reign of George II.

10. Give an account of the government of Warren Hastings.

## Zoology.

1. What are the properties common to vertebrated animals? How are they classified, and what are the distinctive properties of each class? Arrange the following animals, giving your reasons for the arrangement:—The Whale, the Vulture, the Monkey, the Frog, the Cow, the Tortoise, the Goose, the Shark, the Chameleon.

2. What are the characteristics of the several orders in the 3rd and 4th classes of Vertebrata? Show, as you proceed, that their respective designations are appropriate and descriptive. Give an example of each order, preferred animals of India, with remarks on their constitution, habits, &c., to justify your arrangement.

3. Explain the process of respiration in each of the four classes of Vertebrata, and show why some of them are cold-blooded. Are any animals of this group *exanguisous*? Do you know of any animals that are?

4. What process in the digestion of some fishes is analogous to that of *ruminating*? Explain the process of rumination, and name the most common of the Indian Ruminantia.

5. Explain fully and accurately the mechanism of birds as to their power of flying.



## APPENDIX C.

6. With reference to the digestive system of a common fowl, explain the apparatus in birds that answers the purpose of teeth. Describe the teeth of men, giving their names and number.

7. Describe the phenomenon of moultng.—What phenomenon not unlike this is observable in Reptiles?

8. Give as complete a list as you can of Indian Vertebrata, arranged in their proper class only.

## Questions set at the Final Examination. - Law Department.

### 1.—JURISPRUDENCE.

1. Define the term general jurisprudence.

2. Trace the mode in which, according to Von Savigny, Law has actually and historically developed itself in different nations of the world. Contrast this mode with the theory of the origin of Law laid down by any other author with whose works you may be acquainted.

3. Define the meaning of the terms *persons* and *res*, stating at the same time the divisions and sub-divisions to which both were subjected by Roman Law.

4. What is the meaning of the term *status*? What are the constitutive elements of the term, and under what circumstances could a person possessed of a complete status undergo a change of status, and what were the designations given to the different changes?

5. Define *agnatu* relationship and explain the principle on which it depends.

6. Explain the distinction between *res mancipi* and *res nec mancipi*; enumerate the objects comprised in the older Roman Law under the head of *res mancipi*—and explain the place which the distinction itself occupies in the history of Roman Law.

7. Define a gift (*donatio*.) under Roman Law : State how many kinds of gifts there are, and the distinction between them.

8. Define prescription considered as a term of general jurisprudence ; enumerate and explain the four conditions required for the completion of the shorter prescription under the reformed Roman Law ; distinguish the older form of Usucaption from the prescription *longi temporis* of the *Prætor*.

9. What elements are involved in *dominium* or ownership, and how was *dominium* acquired, first by the Law of nature, *jus gentium*, second by Civil Law ?

10. Define *hereditas*, *testamenti facta*, *testamentum legatum*, and *fidei commissum*. What were the criteria of the Roman Law for detecting *fidei Commissa* ? Have these criteria been narrowed by English Court of Equity ?

11. Is testamentary or intestate succession the more ancient institution ? Support the answer by proof.

12. To what extent did the Roman Law prohibit the disinheritance of children ? Compare this prohibition with those contained in any other systems of Law with which you may be acquainted.

## 2.—MUNICIPAL LAW.

1. Define the meaning of the term "*estate*" as used in the Regulations and Acts of the Government of India ; show wherein it differs from the meaning attached to the same term in the Law of England ; define also the meaning of the term *arrear* of revenue.

2. Trace historically the changes which the sale laws have undergone from 1793 up to 1845.

3. State distinctly the different position of a purchaser of an estate at a sale for arrears of revenue with reference to his tenantry, from that occupied by a purchaser at a private sale.

4. Define the meaning of the term *limitation* as used in Regulation II. of 1805 ; the substance of the general and special laws on the subject, and state to what cases the statute of limitation is inapplicable.

5. State the various kinds of mortgage, pure and mixed, which are known either in Bengal or Bohar; compare or contrast them with each other.

6. What alterations has Act XXVIII. of 1855 introduced into the law concerning mortgages?

7. State the name of the principal tenures in Bengal and Bohar intermediate between the zamindar, and give also an account of the particular rights incidental to each.

8. Define the meaning of the term crime or misdemeanor. What elements must concur to constitute a crime?

9. What are the sources of criminal jurisdiction, or the circumstances which authorise a criminal tribunal in the Mofussil to take cognizance of and pronounce sentence on an offender brought before them? Cite if you can, the laws to which in your answer you may refer.

10. Give in abstract of the power of Police Officers under Regulation XX. of 1817.

11. Detail the different circumstances which render parties charged with a crime exempt from responsibility and consequently from punishment?

12. What is the rule of the law of evidence regarding the admissibility of evidence against a prisoner, 1st—of the dying declaration of a party, and 2nd—of the unsupported evidence of an accomplice? State also the particular evidence as to the crime itself, which is necessary in cases of murder.

## Questions set at the Annual Examination, Medical College, 1856-57.

### Final Examination.

#### MEDICINE

1. Enumerate the various causes of Hemoptysis? Describe the Physical signs present in each state and give a brief sketch of the indications of treatment?

2. Describe the simple Chronic or perforating Ulcer of the Stomach, its symptoms and treatment, and how you could distinguish it from perforating Ulcer of the Duodenum and Cancer of the Stomach.

3. Write what you know of the symptoms, pathology, and treatment of Insolation or heat Apoplexy.

### SURGERY.

1. Enumerate the various diseases of the knee-joint, and describe briefly their symptoms, pathology, and the principles of treatment.

2. Write what you know on the subject of wounds, more especially incised and gun shot wounds, and the treatment generally appropriate to such cases.

### MIDWIFERY.

1. Write what you know on the subject of Uterine Hemorrhage, giving in detail the symptoms and treatment.

2. Enumerate the signs of the death of the fetus in Utero, and also the signs of a multiple pregnancy.

## Test and Honor Examinations.

### MEDICINE.

1. What are the changes which inflammatory Exudations may undergo?

2. What are the symptoms of Small-pox? Describe the varieties, course, and complications of the disease.

3. What are the symptoms of acute Rheumatism? To what complications is it subject?

4. How is the diagnosis of diseases of the valves of the heart made? By what means do you ascertain which valve is the seat of the disease?

**SURGERY.**

1. Describe the fracture of the Fibula, its usual mode of occurrence, diagnosis and treatment.

2. Mention the different varieties of Hernia. Under what circumstances you would operate with as little delay as possible, and those in which you would not be disposed to open the Hernial Sac, when you do operate.

3. What are the chief causes of Gangrene of the leg and foot, independent of external injuries? Describe the process of separation and the state of the vessels above the Gangrenous part.

**MIDWIFERY**

1. On Convulsions, before, during and after parturition. Of the causes, pathology, symptoms and treatment of Convulsions, and in what way is our treatment influenced by the Convulsions occurring during pregnancy, during actual labour or after the woman has been delivered?

**MEDICAL JURISPRUDENCE.**

1. The treatment of a case of poisoning by Oxalic Acid
2. The proof of a wound having been inflicted during life.
3. The symptoms, treatment and morbid appearances produced by Arsenic Acid, together with the Tests, both in the solid and liquid state.
4. The characteristic Post Mortem differences observed in hanging and drowning.

**OPHTHALMIC MEDICINE AND SURGERY.**

1. Describe the symptoms, progress, causes, and treatments of Gonorrhoeal and Purulent Ophthalmia.

2. Describe the different forms of Iritis, the causes, and treatment of each.

3. Give the Diagnostic symptoms of the following diseases: Cataract, Glaucoma, Amourosis, Malignant and Non-Malignant, Tumours of the Eye.

4. State the advantages and disadvantages of the principal operations for Cataract as seen in the practice of the Calcutta Eye Infirmary.

5. Describe Chronic Dacryocystitis, symptoms and treatment.

### ANATOMY AND PHYSIOLOGY.

1. Give the Anatomy and Physiology of the kidney.

2. The Physiology of the liver, with an account of recent researches on the subject.

### DESCRIPTIVE AND SURGICAL ANATOMY.

1. How is the Vena Portæ formed?

2. What dissection is required to expose the Internal Maxillary?

3. What are the branches of distribution of the Pneumo-Gastric nerve, and what parts do they supply?

4. What is the ordinary arrangement of the superficial veins at the front of the elbow?

### DESCRIPTIVE AND SURGICAL ANATOMY

#### FOR 1ST YEAR STUDENTS.

1. Name and describe the Ligaments connecting the axis or 2nd Cervical Vertebra directly with the occipital bone.

2. Name the muscles which would be cut through in a circular incision down to the bones, 4 inches below the knee-joint.

3. Describe the Sacrum.

### MATERIA MEDICA.

1. What plants of the order Leguminosæ are used in Medicine? What Alkaloids do any of them contain, in what ways and

doses are the Alkaloids employed, and what are the tests for them?

2. What plants of the order Solanaceæ are used in Medicine? Describe their Physiological effects as a Class, and the effects peculiar to any particular plant. What Alkaloids do any of them contain, and in what ways and doses are the Alkaloids employed?

3. Enumerate the chief astringents, as many as you know, stating what Class of discharges, i. e., discharges from what surface the principal of them is most employed in.

4. Enumerate all the preparations of Iron which occur in the Pharmacopœia, giving the mode of preparation and dose of such as you count most valuable. What is the theory of the operation of Iron on the system?

### CHEMISTRY.

1. Describe the construction and mode of using Daniel's Thermometer.

2. Distinguish between cohesion and adhesion; give examples of both.

3. How may the different constituents of the Atmosphere be separated from one another?

4. How is Silver separated from its Ores?

5. Write in symbols the composition of the following bodies:

Oxalic Acid.

| Alcohol.

Starch.

| Ether.

Cane Sugar.

| Formic Acid.

6. Give some account of Amperes' Electro-Magnetic theory, and explain by it the illustrations which you have seen of the action of Magnets on Wires carrying electric currents.

7. How is the synthesis of Carbonic Acid performed with a view to determining its exact composition?

8. Give a general account of the products which result from the substitution of other bodies for Hydrogen in Ammonia and Azoturettum. What bearing has the discovery of these bodies on the Ammonium theory?

9. What are the sources of the Urine? How is the constitution of the Urine likely to be affected by a too highly carbonised diet, or by circumstances which interfere with a due supply of Oxygen to the system?

### BOTANY.

1. What is the structure of woody fibre or *Fibrocystima* in ordinary exo-gens, and what are its special modifications in conifers?

2. Describe the structure of the ovule, its coverings, openings, and various inflexions.

3. What are the characters of the natural order, *Leguminosae*, and the special distinctions between its three sub-divisions?—

*Papilionaceae.*

*Cesalpiniaceae.*

*Mimosaceae.*

4. What is the difference between a follicle and a Legume?

5. What are deciduous leaved and ever-green trees, and what is the cause of the fall of the leaf?

6. What is the difference between the action of green leaves on the air by day and night?

### Questions set at the Teachership Examination held at Calcutta in March 1856.

#### ART OF TEACHING AND DUTIES OF SCHOOL-MASTER.

FOR CANDIDATES FOR 1ST 2ND AND 3RD GRADE CERTIFICATES.

1. In following the course of nature, what faculties would you attempt to develop in children about seven years old? What lessons are best adapted for this purpose? How would you prevent weariness?



2. What is the use of the black-board in teaching (1st) Geography, (2nd) Arithmetic?

3. What are object lessons? What senses are brought into action in teaching the children? Give a few questions of an object lesson on wool? How would you point out the difference between Wool, Cotton and Silk?

4. How would you commence to teach a class Geography, and why?

5. In Elocution how would you teach children to read distinctly? What is the advantage of simultaneous over individual reading?

6. What is the best and most interesting way of teaching spelling?

7. What is the use of prefixes and affixes? Show what words may be made of the root *duce* as in introduced?

8. The dullest subject in Schools is generally Grammar. What plans would you employ to give some interest to it?

9. In teaching Geography show the use of ideal journeys. Suppose a journey to be made from Calcutta to New York, passing by Madras, Galle, Aden, Egypt, Malta, Gibraltar, London, Liverpool, New York. Give a few questions as specimens of the manner in which you would excite the children's interest in the work?

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### Questions set at the Teachership Examination held at Calcutta in September 1856.

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#### ART OF TEACHING AND DUTIES OF SCHOOL-MASTER.

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#### FOR CANDIDATES FOR 2ND AND 3RD GRADE CERTIFICATES.

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1. What books have you read, and what instruction have you received in the art of teaching?

2. Give a short analysis of any one of the books which you may have read on the art of teaching.
3. How would you organize a School of 100 boys between the ages of 8 and 12 years?
4. What apparatus and books would you require?
5. Give the forms of the different registers which you shall keep in a School.
6. State the distinctive features of the simultaneous, the elliptical, and the individual methods of teaching. For what subjects are they respectively suited? Give your reasons.
7. How would you begin to teach Geography to a Class of young boys? Give a Topographical account of your own village? Write a paper on the use of the black-board? What are the principal advantages of the Gallery system of instruction? What system of punishments would you adopt in your School? What are your reasons for or against corporal punishments? What provision for the moral training of the boys you make in your School?
8. Give a lesson using ellipses on any subject you like, say an Elephant or a Horse.
9. What amount of work ought a Class two years below the Junior Scholarship Standard to get through in one month?

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### Questions set at the Teachership Examination held at Dacca, 1857.

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#### ART OF TEACHING AND DUTIES OF SCHOOL-MASTER.

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##### FOR CANDIDATES FOR 2ND GRADE CERTIFICATES.

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1. What books have you read on the art of teaching? Give an epitome of some one of these books?
2. Write a theme on the effect of a Teacher's example on the character of his boys?

3. Describe the means you would adopt for engaging the attention of a class before beginning a lesson, and for maintaining or restoring it as the lesson proceeded.

4. On what grounds is the method of teaching by ellipses advocated?

5. Give a lesson with ellipses on "Cotton, from the seed to the cloth."

6. State what method you would adopt to teach Geography in an interesting manner to a class commencing the subject?

7. What are the uses of a "gallery" in a school?

### ART OF TEACHING AND DUTIES OF SCHOOL-MASTER.

#### FOR CANDIDATES FOR 3RD GRADE CERTIFICATES.

1. What books have you read on the art of teaching? Give an epitome of some one of these books?

2. Mention the several advantages which may be made to follow from the exercise of writing from dictation?

3. What plan do you think the quickest, surest, and most instructive of correcting exercises so written?

4. Explain the use of the black board in teaching—(1) Geography—(2) Arithmetic?

5. Give notes of a lesson on objects adapted for a class of boys about ten years old, subject—The Cocoa-nut Tree.

6. Write out a lesson with ellipses on — The Horse?

# ADDENDUM

TO

## RETURN OF TEACHERSHIP CANDIDATES

PUBLISHED AT PAGE 28 OF APPENDIX C.

Names of proposed Candidates	Where Educated.	Employment at the time of Examination.	When and where Examined.	Grade of Certificate gained
Lour Chander Bose	Dacca College	Head Master Bangala	Dacca, April 1857	High 2nd Grade.
Cassekant Mockherjee	ditto	Still in College	ditto	ditto.
Taraporend Roy	ditto	ditto	ditto	Middle 2nd Grade.
Brojenchurn Roy	ditto	ditto	ditto	High 2nd Grade.
Gopal Chander Does	ditto	ditto	ditto	Middle 2nd Grade.
Ushita Churn Mezoondar	ditto	ditto	ditto	Low 2nd Grade.
Ratnanaray Gupta	ditto	ditto	ditto	High 2nd Grade.
Bhagath Bhaddar	ditto	ditto	ditto	Low 2nd Grade.
Muddunmahan Gupta	ditto	ditto	ditto	ditto.
Gopeshchurn Bysack	ditto	ditto	ditto	High 3rd Grade.
Mohun Chunder Does	ditto	ditto	ditto	Low 2nd Grade.
Sreenath Ghosh	ditto	ditto	ditto	Middle 3rd Grade.
Tarunknath Sen	ditto	ditto	ditto	Low 2nd Grade.
Mudhoochurn Mallik	ditto	ditto	ditto	Middle 3rd Grade.
Grish Chunder Sengupta	ditto	ditto	ditto	Low 2nd Grade.
P. S. Chatterjee	ditto	ditto	ditto	ditto.
Lajant Sen	(Lajant Sen, Dacca Col)	ditto	ditto	High 3rd Grade.

Low 31 G.

# APPENDIX TO RETURN OF TEACHERS' CANDIDATES PUBLISHED AT PAGE 21 OF APPENDIX C—(Continued)

Names of presented Candidates.	Where Educated.	Employment at the time of Examination.	Where employed	Grade of Certificate gained
Kaleo Coomar Naug	Dacca College	Ex. Student	Dacca, April 1887	Middle 3rd Grade
Gomaj Bahar Dey	ditto	ditto	ditto	Low 3rd Grade
Ghulam Chunder Doss	ditto	Still in College	ditto	High 3rd Grade
Harrish Chunder Bannarjee	Doughly College	{ 3rd Master of the Com- munications Government School }	ditto	Middle 3rd Grade
Radhakishore Doss	Dacca College	{ Head Master of Baloo Bazar School, Dacca }	ditto	ditto
W. Hanvey	ditto	{ Formerly a Teacher in Mr. Fogose's School, ... }	ditto	High- 3rd Grade.
Chunder Churn Bose	ditto	{ now trading Still in College }	ditto	Middle 3rd Grade.
Gopalchurny Sein	{ Chittagong } School and Dacca College	{ Head Master of Pallas School Dacca }	ditto	ditto
Gangal-chore Ghose*	Dacca College	{ Still in College }	ditto	Low 3rd Grade.
Ranajeebun Singh	ditto	ditto	ditto	ditto
Shama Churn Sein	ditto	ditto	ditto	ditto

\* How an impediment in his speech.





## ABSTRACT of Returns of the Colleges and Schools, 1896-97.

	Number attending Colleges	Number attending Normal Schools	Number attending Other Schools	Total
General Education	Government	9,771	7,097	16,868
	Private*	513	11,500	12,424
Special Education...	Government	403	None	403
	Private	No Returns	No Returns	.....
Total	1,058	7,145	16,708	24,908

\* Private Institutions, not returning all, objected to send Returns, and are consequently omitted in these statements.





*ABSTRACT of Grants-in-Aid received by private institutions during the Year 1886-87.*

	Colleges.	Superior Schools.	Inferior Schools.	Total.
General Education ... ..	.....	6,470 0 0	44,843 0 11	51,313 0 11
Special Education ... ..	Note.	None.	None.	.....
Total ... ..	.....	6,470 0 0	44,843 0 11	51,313 0 11

RETURN of Private Donations of Furniture &c, from which aid was received by the Dependent during the year 1880-81, in aid of the Government of Ceylon.

Names of Donors.	Description of Donation.	Annual Value of Endowment.	For what period to continue.	Remarks.
Mohamed Melik.	Legacy .....	10,483 0 31	Permanent.	Applied to the Hooghly College.
Babu Jockhann Mookerjee and Rajkissen Mookerjee.	Subscription .....	1,200 0 0	Ditto	For a superior School at Ootyperah.
Residents at Gopalparah .....	Proceeds of lands (Subscription Invested in Promissory Notes) .....	600 0 0	Ditto	For the Gopalparah School.
Residents at Berhampore .....	Ditto .....	607 8 0	.....	For a College Building at Berhampore.
Residents at Turbott .....	Ditto .....	228 13 11	Ditto	For the Turbott School.
Residents at Sarun .....	Ditto .....	200 0 0	.....	For the Sarun School-house.
Residents at Gya .....	Donations from individuals .....	332 0 0	One year ..	For the Gya School.
Residents at Shalab .....	Ditto .....	75 0 0	Ditto	For the Ainal School.
Babu Jockhann Mookerjee .....	Ditto .....	7 0 0	Ditto	For Ootyperah Vernacular School.
Babu Jockhann Mookerjee .....	Ditto .....	20 0 0	Ditto	For a Model School in the District of Hooghly.
Babu Khamu Soodery .....	Silver Medal .....	.....	Ditto	For Prizes to the Banagur-pore Government School.
Babu Jany Coomaro .....	Silver Medal .....	.....	.....	For building a School Library and Museum at Bhadrachalam.
Mohammed Nairain Zaminder .....	Rupess 10,000 .....	.....	.....	For the erection of a new School-house at Poree.
M. S. the Maharajah of Rohab .....	Rupess 300 .....	.....	.....	.....

Name	Prize	Value	Date	Remarks	For Prize to the Syllhet Government School
M. Shawe, Esquire	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
T. P. Larkin, Esquire	.....	.....	.....	.....	.....
Babu Shamu Chandra Chatterjee	.....	.....	.....	.....	.....
Babu Jogendranath Roy, Dewan	.....	.....	.....	.....	.....
W. H. A. Sweetland, Esquire	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Dr. J. Murray	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....
Frejo Soudery Chowdhury	.....	.....	.....	.....	.....
Babu Shamu Chandra Sircar	.....	.....	.....	.....	.....
W. Walker, Esquire	.....	.....	.....	.....	.....
Moulree Abdoof Kadir	.....	.....	.....	.....	.....
Babu Shroop Chunder Roy Devan	.....	.....	.....	.....	.....
" Kidopermad Boy	.....	.....	.....	.....	.....
" Ditto	.....	.....	.....	.....	.....
" Ditto	.....	.....	.....	.....	.....
Gowri Nath Roy	.....	.....	.....	.....	.....
Georoo Churn Roy	.....	.....	.....	.....	.....
Tariny Churn Roy	.....	.....	.....	.....	.....
Dogondro Nath Roy	.....	.....	.....	.....	.....
Jogo Nath Roy	.....	.....	.....	.....	.....
On'oy Churn Roy	.....	.....	.....	.....	.....
Chander Coomar Roy	.....	.....	.....	.....	.....
Bhuyab Chander Chowdhury	.....	.....	.....	.....	.....
Tarremchand Lahory	.....	.....	.....	.....	.....
Members of the Local Committee	.....	.....	.....	.....	.....
G. Steer, Esquire	.....	.....	.....	.....	.....
Ditto	.....	.....	.....	.....	.....

(For Prize to the Syllhet Government School)

(For Prize to the Mysore Government School)  
 Ditto to the Government ditto.  
 Ditto to the Government ditto.

One year ..  
 One year ..  
 One year ..

RETURN of Private Donations and Prizes received by the Department during the year, exclusive of regular stipends as to Government Aid Subsidies—(Continued)

APPENDIX D.

Name of Donor.	Description of Donation.	Annual Value of Endowment.	For what period to continue.	REMARKS.
C. Steer, Esquire	A set of Surveying Instruments Rupees 20			
W. B. Jackson, Esquire.	" 40			
Babu Chaitun Churn Dutt	" 50			
O. Chapman, Esquire	" 15			
Babu Quasoo Khatu Gupta	" 30			
G. C. Fletcher, Esquire	" 25			
R. Abercrombie, Esquire	" 30			
Babu Gopal Churn Roy	" 20			
G. C. Fletcher, Esquire	" 25			
R. Abercrombie, Esquire	" 16			
Babu Gopal Churn Doss	" 15			
Harichander Roy	" 25			
Monahdee Fude Rokman	" 25			
Babu Jaggobundhoo Sein	" 10			
H. J. Baumbert, Esquire	" 15			
Babar Isham Chunder Doss	" 10			
" Pran Harry Cool	" 15			
" Lalchand Chowdry	" 10			
" Goroobhoo Sein	" 10			
Moombhee Ali Noss	" 10			
Babu Gopal Chunder Roy	" 10			
Moombhee Abdool Futeeah	" 10			
Babu Gopal Chunder Roy	" 10			
Moombhee Nourzunnah	" 10			
			One year ..	For Prizes to the Chittagong Government School

# APPENDIX C.

J. H. S. Lillie, Esquire	20	.....	One year ..	{ For Prizes to the Purneah Government School.
J. H. Ravenshaw, Esquire	10	.....		
Dr. R. N. Bose, M. D.	5	.....		
T. Philin, Esquire	16	.....		
Babu Rascherry Bose	3	.....		
Moulree Nussarooddeen	4	.....		
Babu Arund Chunder Das	2	.....		
D. Cunliffe, Esquire	16	.....		
B. Alexander, Esquire	10	.....		
H. Balfour, Esquire	10	.....		
Moulree Abdul Azeez	7	.....		
Babu Radhanath Bose	5	.....		
" Kally Prasanno Chowdry	2	.....	One year ..	{ For Prizes to the Purneah Government School.
J. Carr, Esquire	5	.....		
F. J. Earle, Esquire	5	.....		
G. Walker, Esquire	3	.....		
Captain R. T. Leigh	10	.....		
Superintendent J. Rothwell	5	.....		
Babu Casteenanth	1	.....	One year ..	{ For Prizes to the Sumbulpore Government School.
" Koylas Chunder Dutt	2	.....		
Ray Neop Sing Bahadur	5	.....		
Babu Bahram Pannik	3	.....		
" Bahadur Pannik	2	.....		
" Tree Loshun Swar	2	.....	One year ..	{ For Prizes to the Coochbehar Government School.
Sub-Assistant Surgeon Doyal Chund	Silver Medal	.....		
Bysack	Rupees 16	.....	One year ..	{ For Prizes to the Coochbehar Government School.
C. Steer, Esquire	12	.....		
Ditto	8	.....		
Ditto		.....		

**GENERAL STATEMENT of Amount expended by Government on Education during the Year 1850-57.**  
(Compiled from the Accountants' Returns.)

## APPENDIX D.

	Salaries.	Scholarships, Stipends, and Prizes.	Building and Repairs.	Contingencies, Books, and House Rent.	Grants-in-Aid.	Total.
General Establishments .....	1,45,207 5 1	.....	.....	19,331 8 4	.....	1,64,538 13 5
Government Colleges and Schools—						
General .....	5,01,633 1 4	27,568 5 11	2,921 9 4	53,548 8 8	.....	5,92,971 9 8
Special .....	1,01,784 5 3	14,064 2 10	130 0 0	19,059 14 10	.....	1,25,063 6 11
Private Colleges and Schools—						
General .....	.....	20 0 0	.....	.....	43,936 5 2	43,950 5 3
Special .....	6,700 0 0	.....	.....	.....	.....	6,700 0 0
<b>Total .....</b>	<b>7,53,394 11 8</b>	<b>41,652 8 9</b>	<b>3,371 9 4</b>	<b>96,939 15 10</b>	<b>43,956 5 3</b>	<b>9,49,226 2 10</b>

\* The Statistical Statements show the sum drawn by the Grant-in-Aid Schools to be Rupees 51,313-0-11. The difference, amounting to Rupees 7,37-6-11-8, is owing chiefly to the Schools entering the sum due for April 1857, which the Accountant has excluded.

# APPENDIX D.

RETURN of Grants - And sanctioned by Government from 1st May 1856 to 30th April 1857

Names of Proprietors or Managers of the Schools	Names of Zillahs	Names and Locality of Schools	English, Anglo-Vernacular and Vernacular		Amount of Grant per month.
			English	Vernacular	
Baba Sharma Naido Ganes and others	Honghy	Bhagat	Anglo-Vernacular		50 0 0
" Tarasankar Mokherjee and others	Bancoorah	Bancoorah	Ditto		46 0 0
" Raj Mohan Sen and others	Dacca	Raj	English		25 0 0
" Dattaram Pr Balabhar Barua and others	Sibsagar in Assam	Balbar	Vernacular		7 0 0
" Dehduitt Shorua Barua	Ditto	Jogirua Lachhman	Anglo-Vernacular		8 0 0
" Parmasunda	Ditto	Bongair	Vernacular		5 0 0
" Lakhilal Dika Barua	Ditto	Ekollia	Ditto		6 0 0
" Joy Karan Ceteo and another	Madhapore	Debbio	Ditto		26 0 0
" Shunboe Chatterjee and others	Ditto	Chatterjee	Anglo-Vernacular		73 0 0
" Mohesh Chunder Kew Choudhury and another	Bamapore	Holdipore	Ditto		30 0 0
" Bamunda Mokherjee and others	Nudda	Bamunda	Ditto		40 0 0
" Gooropado Gupta and others	Honghy	Sawarajy	Ditto		50 0 0
" Ramdhona Mokherjee and others	Ditto	Ambari	Vernacular		10 0 0
" Shambhoo Mitter and others	Burdwan	Sadipore	Ditto		16 0 0
" Madras Chandra Sircar Chowdhury and another	Nudda	Chandra	Ditto		12 0 0
" Chandrayanand Mokherjee	Ditto	Goradanga	Anglo-Vernacular		40 0 0



RETURN of Grants-in-Aid sanctioned by Government, from 1st May 1856 to 30th April 1857. — (Continued.)

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names and Locality of Schools.	English, Anglo-Vernacular and Vernacular.	Amount of Grant per month.
Rebu Samsat Samanth and others	Burwan	Bokarah	Vernacular	10 0 0
" Shih Nacain Roy and others	Hooagily	Jarrah	Ditto	50 0 0
" Madhub Chunder Banerjee and others	Bancoorah	Chatna	Ditto	10 0 0
" Kasha Chunder Roy	Rungpore	Gopalpore	Anglo-Vernacular	20 0 0
" Gopendras Gouan	Hooagily	Gourhatti	Vernacular	17 8 0
" Amodin and another	Sylhet	Sonamangs	Anglo-Vernacular	16 0 0
" Bala Uddai Chander Chowdhury and others	Dinapore	Fardary	Vernacular	10 0 0
" Jankinam Funds and another	Midnapore	Lashkar Deghi	Ditto	10 0 0
" Jany Training School	Hooagily	Jonye	Vernacular	16 0 0
" Provision Cooper Mookerjee, Secretary	Bancoorah	Cootulpore	Anglo-Vernacular	35 0 0
" Bhoban Mohun Mookerjee and others	Midnapore	Tumlool	English	82 0 0
" Chamsyoto Banerjee and others	24 Pergunnahs	Rannuggur	Vernacular	15 0 0
" The Rev. F. Leary	Jessore	Magoorah	English	35 0 0
" C. M. Chatter, Esq., and others	24 Pergunnahs	Dum-Dum	Ditto	50 0 0
" Babu Purno Chunder Mookerjee and others	Ditto	Soolchur	Ditto	28 0 0
" Harn Chunder Chuckerbutty	Ditto	Bursiah	Vernacular	20 0 0
" Taren Churn Banerjee and others	Jessore	Baradi	Ditto	15 0 0
" Hurlah Chunder Roy and others	Baraset	Buraset	English	50 0 0
" Baner Madhub Mitter and others	Baraset	Nacal	Ditto	97 0 0
" Banuruttai Roy and others	Ditto	Ditto	Vernacular	87 0 0
" Mothermuth Mousondar and others	Putab	Conceivably	Ditto	12 0 0

	Calcutta	Shanbazar	Ditto	
" F. cum Chandur Moity and others ..	Bara ..	Malipore ..	Ditto ..	15 0 0
" Chunderkhan Moisterjee and others ..	Bara ..	Malipore ..	Ditto ..	15 0 0
" Dighunbar Roy and others ..	Furzedown ..	Panore ..	Ditto ..	15 0 0
" Gobind Chunder Moisterjee and others ..	Hooghly ..	Biscandee ..	Anglo-Vernacular ..	48 0 0
" Eves Nauth Ghose and others ..	Madhy ..	Murree Konech ..	Vernacular ..	10 0 0
" Khatir Mohan Roy and others ..	Banorah ..	Biscandee ..	Anglo-Vernacular ..	45 0 0
" Harrington and others ..	Ilwrah ..	Silkia ..	Ditto ..	57 0 0
" Babu Kogetty Mastai and others ..	Hooghly ..	Shanbazar ..	Ditto ..	50 0 0
" Kalitossod bhengo and others ..	Burdwan ..	On Farm and Koldia ..	Vernacular ..	11 0 0
" Jagannath Mitter and others ..	Ditto ..	Bhadda ..	Ditto ..	10 0 0
" Copal Chunder Bose and others ..	Hooghly ..	Paras ..	Ditto ..	11 0 0
" Kalidass Roy and others ..	Furzedown ..	Shanbazar ..	Anglo-Vernacular ..	14 0 0
" Joyunker Chowdhry ..	Ditto ..	Shanbazar ..	Vernacular ..	24 0 0
" Gopaul Chander Gosain ..	24-Pargunnah ..	Bhadda ..	Ditto ..	30 0 0
" Sitik Anarcodeen and others ..	Furzedown ..	Bhadda ..	Ditto ..	12 0 0
" Babu Gopal Chander Ghose and others ..	Burdwan ..	Bhadda ..	English ..	25 0 0
" Babur Chander Chatterbuty and others ..	Furzedown ..	Durtopara ..	Anglo-Vernacular ..	13 0 0
" Babu Kalidass Ghose, Moosomdar and others ..	Hooghly ..	Bara ..	Ditto ..	50 0 0
" Lal Mohan Ghose and others ..	Bara ..	Tacoria ..	English ..	15 0 0
" Othoy Chunder Dutt and others ..	Bara ..	Bladia ..	Vernacular ..	50 0 0
" Gobind Persaud Pandit ..	Bara ..	Shanbazar ..	Anglo-Vernacular ..	50 0 0
" Chunder Chandra Bhattacharjee and others ..	Hooghly ..	Shanbazar ..	Vernacular ..	15 0 0
" Neelkant Ghose and others ..	Midnapore ..	Shanbazar ..	Ditto ..	10 0 0
" Ben Colpo Majee and others ..	Burdwan ..	Shanbazar ..	Ditto ..	10 0 0
" Moosomdar Panisjee and others ..	Ditto ..	Shanbazar ..	Ditto ..	10 0 0
" Mohal Dutt ..	Burdwan ..	Shanbazar ..	English ..	50 0 0
" A. Baid, Esq., and others ..	Bara ..	Shanbazar ..	English ..	50 0 0
" O. K. and others ..	Bara ..	Shanbazar ..	English ..	50 0 0

RETURN of Grants-in-Aid sanctioned by Government from 1st May 1856 to 30th April 1857.—(Continued.)

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names of Locality or Schools.	English, Anglo-Vernacular and Vernacular.	Amount of Grant per mensem.
Babu Khattar Mohun Palit and others	Hooghly	Dumreye	Anglo-Vernacular	46 4 0
" Harabhai Chatterbatty and others	Midnapore	Bhaldanpore	Vernacular	10 0 0
" Gopal Chander Roy and others	Nuddia	Barypore	Vernacular	12 0 0
" Muddun Mohun Tewari and others	Burdwan	Hurdwan	Vernacular	12 0 0
Rajah Anund Nauth Roy and others	Kashyap	Natore	Vernacular	22 0 0
Babu Dharm Chandra and another	Moonsheeabad	Azamgarh	Ditto	15 0 0
Babu Tarin Senker Sarma Bhattacharya and another	Ditto	Balochpur	Ditto	13 0 0
" Steenagh Hajra and others	Bangorah	Dumreye	Anglo-Vernacular	50 0 0
" Babu Chander Roy and another	Neddea	Nal separa	Ditto	39 0 0
" Greenwell Miller and others	Burdwan	Pallasa	Vernacular	13 0 0
" Noto Chander Mookerjee and others	Neddea	Gangora	Ditto	12 8 0
" Kapellabhai Roy and others	Beraganga	Mahabubpura	English	27 0 0
" Sandeepchand Bose	Barnet	Ilhannipora	Vernacular	10 0 0
Babu Secretary Church Missionary Association	24 Pergunnahs	Barabhat	Ditto	16 0 0
Babu Mohan Krieto Lahory and others	Palma	Comidi	English	25 0 0
" Gally Pado Banerjee and others	24 Pergunnahs	Kahant	Vernacular	20 0 0
" Gensup Chunder Chatterjee and others	Ditto	Barabhat	Ditto	16 0 0
Rev. Mr Harrison and others	Ditto	Barabhat	Ditto	12 8 0
Ditto	Ditto	Aurthmanick	Ditto	14 8 0
Ditto	Ditto	Mahatollah	Ditto	9 8 0

Ditto	ditto	7	0	0
Ditto	ditto	10	0	0
Babu Roy Premnath Chowdhry and others		50	0	0
" Wansa Churn Bhow and others		50	0	0
" Boykant Sander Bhattachary and others		25	0	0
" Madhuk Narain Roy Chowdhry and others		20	0	0
" Madhub Chunder Mookerjee, Secretary to the School		40	0	0
Rev. Mr. Haesel, of the Church Missionary Society		100	0	0
Sheikh Abdur Rukhem and others		15	0	0
Babu Wansa Chunder Pal and others		12	0	0
" Miranbo Nanth Mitt and others		10	0	0
Ratanben Bhowjee and others		15	0	0
S. Davis, Esq., and others		25	0	0
Babu Goro Churn Das and others		60	0	0
" Kalliaman Roy		30	0	0
" Baban Chunder Roy Chowdhry and another		15	0	0
" Rance Madhab Shome and others		19	0	0
" Moteeramahann and others		16	0	0
" Brojramdhar Mitter		12	8	0
Shank Asmit Khan and others		10	0	0
Babu Ramnabhan Bazar and others		10	0	0
" Sreogopal Pal Chowdhry		20	0	0
" Nilkamay Mitter and others		25	0	0
" Gopce Madan Roy		23	0	0
" J. P. White, Esq., and others		15	0	0
Babu Harimondal Chowdhry				



**LOCAL MANAGING COMMITTEES of Government Colleges and Schools as they stood on the 30th of April 1857.**

N. B.—The Inspectors of Schools and the Commissioner of the Division in which the School is situated are *ex-officio* Members of every Local Committee.

Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
KIRCHWATER COLLEGE.	J. Graves, Esquire, M. A. ..	Officiating Principal and Officiating Secretary to Committee.
	R. M. Skinner, Esquire ..	Civil and Sessions Judge.
	H. C. Halkett, Esquire ..	Collector.
	A. J. Elliot, Esquire ..	Magistrate.
	W. J. Palmer, Esquire ..	Civil Assistant Surgeon.
	Babu Ramchandra Ghose ..	Principal Sudder Ameen.
DACA COLLEGE.	W. Brennan, Esquire ..	Officiating Principal and Secretary to Committee.
	J. E. S. Lillie, Esquire ..	Judge.
	C. F. Curran, Esquire ..	Officiating Collector.
	J. Jenkins, Esquire ..	Magistrate.
	Dr W. A. Green ..	Civil Surgeon.
	Monsieur M. Thomas Nachu Khan Bahadur ..	Principal Sudder Ameen.
	J. P. Wroe, Esquire ..	Zemindar.
	J. G. N. Poyson, Esquire ..	Ditto.
	N. P. Poyson, Esquire ..	Ditto.
	E. Forbes, Esquire ..	Zemindar and Secretary Dacca Bank.
	Babu Rajmohan Roy ..	Ditto.
	Mirza Gohar Sing ..	Ditto.
BERRINGTON COLLEGE.	Alfred Smith, Esquire, M. A. ..	Officiating Principal and Officiating Secretary to Committee.
	Lieutenant Colonel G. H. Macgregor C. B. ..	Agent to the Governor General.
	A. P. G. F. G. ..	Civil and Sessions Judge.
	C. B. G. ..	Collector.
	W. G. ..	Magistrate.
	James Watson, Esquire ..	Superintendent of Survey, etc. of Western Division.
	A. Wilson ..	Civil Surgeon.
	Captain F. P. L. ..	Executive Officer Berhampore Division.
HOWARD SCHOOL.	John Hubbard (Junior) Chowdhury ..	Principal Sudder Ameen.
	H. A. Alexander, Esquire, C. B. ..	Superintendent of the Salt Works and Secretary to Committee.
	J. J. Gray, Esquire, C. B. ..	Magistrate.
	H. Palmer, Esquire, M. D. ..	Civil Surgeon.

Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
OOTEPARAN SCHOOL.	H. Alexander, Esquire, C. S. ... J. J. Gray, Esquire, C. S. ... W. Palmer, Esquire, M. D. ... Babu Joykissen Hoocherjee ... " Tarak Nath Chatterjee	Superintendent Salkosh Salt Golahs and Secretary to Committee. Magistrate of Howrah. Civil Surgeon of Howrah. Zemindar. Ditto.
BANGORAH SCHOOL.	G. N. Oakes, Esquire ... P. Taylor, Esquire ... H. Bone, Esquire ... Purdih Gobind Chunder Vidya- rgha. Babu Blasessur Chuckerbutty ...	Civil Assistant Surgeon and Secretary to Committee. Civil and Sessions Judge. Officiating Joint Magistrate and Deputy Collector. Principal Sudder Ameen. Moonsiff of Ondah.
BYPHEROON SCHOOL.	O. W. Malet, Esquire, C. S. ... R. J. Wigram, Esquire, C. S. ... A. J. Sheridan, Esquire ... Babu Poarymohun Banerjee ... " Rang Madhub Shome ... Mourrie Fyzoolah ... Babu Bhudernam Sen	Judge, Member, and Secretary to Committee. Magistrate and Collector. Civil Surgeon. Principal Sudder Ameen. Sudder Ameen. Law Officer. Zemindar.
PURNIAH SCHOOL.	Captain G. N. Oakes ... Mr. R. C. P. Perry ... Babu Kalidoss Pant	Principal Assistant Commissioner and Secretary to Committee. Sub-Assistant Commissioner. Deputy Collector.
BEACLEAF SCHOOL.	W. Craddock, Esquire ... L. S. Jackson, Esquire ... W. T. Taylor, Esquire ... C. E. Chapman, Esquire ... Babu Purnanath Banerjee ... " Gunga Churn Shome ... " Mohuramath Banerjee	Civil Assistant Surgeon and Secretary to Committee. Officiating Judge. Collector. Magistrate. Principal Sudder Ameen. Sudder Ameen. Deputy Collector.
BALASORE SCHOOL.	A. A. Marshall, Esquire, M. D. ... T. B. Macleod, Esquire ... E. Waterfield, Esquire ... Babu Puddumchurn Mandal ... Roy Kissen Karm Mittal	Civil Assistant Surgeon and Secretary to Committee. Officiating Collector, Magistrate, and Salt Agent. Assistant to the Collector. Zemindar. Late Deputy Collector.

Names of Colleges or Schools	Names of Members	Designation or Profession of Members
CUTTACK SCHOOL.	W. G. Lacey, Esquire .. J. J. Ward, Esquire, C. S. .. R. N. Shere, Esquire, C. S. .. J. A. Cox, Esquire, M. D. .. Babu T. K. Bidyasegur .. Moulvie Mahomed Fazil .. Meer Jaffir Ally ..	Uncovenanted Assistant to the District Commissioner and Secretary to Commissioner. Civil and Sessions Judge. Collector, Magistrate, and Salt Agent. Civil Surgeon. Principal Sudder Ameen. Law Officer. Pensioned Deputy Collector.
POOREE SCHOOL.	R. Pringle, Esquire, M. D. .. A. S. Amand, Esquire, C. S. .. H. R. Clarke, Esquire, C. S. .. Babu Neelmonay Burua .. .. Gourballab Ghose ..	Civil Assistant Surgeon and Secretary to Committee. Collector, Magistrate, and Salt Agent. Assistant Collector and Magistrate. Deputy Collector. Mooniff.
SUNBTL- WORE SCHOOL.	Babu Koylass Chunder Dutt .. Captain R. T. Leigh .. James Rathwell, Esquire .. Roy Koop Sing Bahadur ..	Sub-Assistant Surgeon and Secretary to Committee. Senior Assistant Commissioner. Supervisor, Department Public Works. Mooniff and Native Assistant.
MYMENSING SCHOOL.	B. H. Cooper, Esquire .. W. T. Trotter, Esquire .. C. E. Lance, Esquire .. P. F. Hallow, Esquire .. R. Ahmuty, Esquire .. Synd Ahmed Buksh .. Babu Bityrub Chunder Chowdry .. Kashi Kishore Roy Chowdry ..	Collector and Secretary to Committee. Civil and Sessions Judge. Magistrate. Civil Assistant Surgeon. Manager General of Attached Estates. Principal Sudder Ameen. Zemindars.
BOGRAH SCHOOL.	A. J. Jackson, Esquire, C. S. .. J. Taylor, Esquire .. Babu Sooraj Chunder Meekerjee .. .. Grist Chunder Ghose ..	Officiating Joint Magistrate and Deputy Collector and Secretary to Committee. Medical Officer. Deputy Collector. Sudder Ameen.
DURGAPORE SCHOOL.	F. A. Whitmore Dalrymple, Esquire .. J. Grant, Esquire .. W. B. Ravenshaw, Esquire .. A. C. Mansbury, Esquire .. J. Kelly, Esquire .. Babu Bhagchunder Chudhori .. butty ..	Collector and Secretary to Committee. Civil and Sessions Judge. Magistrate. Civil Surgeon. Principal Sudder Ameen.



Names of Colleges or Schools.	Names of Members.	Designations or Positions of Members.
COWHEATY SCHOOL.	Mr. E. Shotts .. Major J. Butler .. Captain E. A. R. West .. Baba Deoburdon ..	Medical Officer and Secretary to Committee. Deputy Commissioner. Collector and Magistrate. Principal Budder Ameen.
SERASAUR SCHOOL.	Dr. E. S. Willes .. Captain Charles Holroyd .. George Thornton, Esquire .. Keesheebanth Phookun ..	Civil Surgeon and Secretary to Committee. Principal Assistant Commissioners. Sub-Assistant Commissioner. Moonsiff.
SYLHET SCHOOL.	T. P. Larkins, Esquire, C. S. ... M. Shaw, Esquire, C. S. ... Dr. J. Norval ... C. Mackay, Esquire ... A. C. Barnard, Esquire, C. S. ... W. H. M. Sweetland, Esquire ... Syed Effects Majeemdar ... Baba Shamolund Sircar ... " Brumshurn Chatterjee ...	Officiating Collector, Magistrate, and Secretary to Committee. Officiating Judge. Civil Surgeon. Principal Budder Ameen. Assistant Magistrate and Collector. Coal Agent. Zemindar. Uncommissioned Deputy Collector. Uncommissioned Deputy Magistrate and Deputy Collector.
WINGARONG SCHOOL.	W. H. Brodurst, Esquire ... G. P. Leicester, Esquire ... G. Bright, Esquire ... Captain G. H. Keighly ... Captain W. D. Short ... W. Terry, Esquire ... A. L. Eagle, Esquire, M. H. ...	Collector and Secretary to Committee. Judge. Magistrate. Assistant District Commissioner & Asst. Supdt. for the Surveillance of Thuggees. Officiating Deputy of District Magistrate. Manager of Messrs. Watson and Co.'s Indigo Concerns. Civil Assistant Surgeon.
PATA SCHOOL.	Baba Koylens Chunder Deb ... L. A. Jackson, Esquire, C. S. ... H. L. Dampier, Esquire, C. S. ... J. D. Ward, Esquire, C. S. ... Baba Dwarkanath Banerjee ...	Budder Ameen and Officiating Secretary to Committee. Officiating Judge of Subdivisions. Officiating Joint Magistrate and Deputy Collector. Assistant to the Joint Magistrate and Deputy Collector. Uncommissioned Deputy Collector.

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Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
SANS BUDH.	R. J. Richardson, Esquire ... G. L. Martin, Esquire ... W. F. McDonnell, Esquire ... A. Fleming, Esquire ... Mirza Mohamed Sadiq ... Maharajah Bajendro Kishan Singh Bahadoor of Bettiah, Chatterdhary Sahoo of Huthooah ...	Officiating Collector and Secretary to Committee. Officiating Judge. Magistrate. Civil Assistant Surgeon. Principal Sudder Ameen.
NOTTERFORD SCHOOL.	W. R. Davich, Esquire ... The Hon'ble H. Forbes ... E. F. Lafour, Esquire ... H. C. Richardson, Esquire ... A. Simpson, Esquire, M. D. ... B. DeCosta, Esquire ... J. Weston, Esquire ... Moulvie Ibrahim Ally ... Mahomed, Tukhi Khan ... Baboo Raghoonundun Singh ...	Deputy Collector and Secretary to Committee. Sessions Judge. Collector. Magistrate. Civil Surgeon. Principal Sudder Ameen. Second ditto ditto. Law Officer. Zemindar. Ditto.
GTA SCH. CL.	J. H. Allen, Esquire ... T. C. Trotter, Esquire ... R. F. Hodgson, Esquire ... Taylor, Esquire ... Lieutenant F. W. Pelle ... Moulvie Nazir Ooddeen ...	Civil Assistant Surgeon and Secretary to Committee. Officiating Judge. Collector. Officiating Magistrate. Engineer on the Patna Road. Principal Sudder Ameen.
COTANAG-PORE SCHOOL.	Captain J. S. Davies ... Captain W. H. Oaker ...	Senior Assistant, Lohardugga Division, and Secretary to Committee. Deputy Commissioner, Chota Nagpore.
BARABET SCHOOL.	Babu Nehin Chunder Doss ... Hon'ble A. Eden ... Babu Mohan Lall Pandey ... Jaduh Chander Sait ... Baman Chander Bhutta-charges ...	Secretary to Committee. Joint Magistrate and Deputy Collector. Deputy Magistrate and Moonsiff. Sub-Assistant Surgeon. Ferry Find Writer.

Names of Colleges or Schools.	Names of Members.	Designations or Professions of Members.
JESSORE SCHOOL.	<p>F. C. Fowle, Esquire, C. S. ...</p> <p>W. S. Seton Kerr, Esquire, C. S. ...</p> <p>E. W. Melony, Esquire, C. S. ...</p> <p>E. C. Thorp, Esquire, M. D. ...</p> <p>Rajah Baroda Caid Roy ...</p> <p>Babu Opandrochunder Nyarutna ...</p> <p>„ Anundohander Bamsjeeo</p>	<p>Collector and Secretary to Committee.</p> <p>Officiating Judge.</p> <p>Magistrate.</p> <p>Civil Assistant Surgeon.</p> <p>Rajah.</p> <p>Principal Sudder Amest.</p> <p>Sudder Amest.</p>
CHITTAGONG SCHOOL.	<p>W. B. Bentson, Esquire, M. D. ...</p> <p>C. Chapman, Esquire, C. S. ...</p> <p>G. O. Fletcher, Esquire, C. S. ...</p> <p>S. F. Davis, Esquire, C. S. ...</p> <p>W. H. Henderson, Esquire, C. S. ...</p> <p>H. J. Bamber, Esquire ...</p> <p>Babu Obhachurn Doss ...</p>	<p>Civil Assistant Surgeon and Secretary to Committee.</p> <p>Salt Agent.</p> <p>Civil and Sessions Judge.</p> <p>Officiating Collector.</p> <p>Magistrate.</p> <p>Superintendent of Salt Chawls.</p> <p>Assistant to the Commissioner.</p>
FERRISPORE SCHOOL.	<p>J. H. Ravenchaw, Esquire, C. S. ...</p> <p>J. K. S. Lillie, Esquire, C. S. ...</p> <p>Dr. B. N. Bose, M. D. ...</p> <p>Mulvie Nazeroodeen Mahomed</p> <p>Babu Rashbeharry Bose ...</p> <p>„ Anund Chunder Bose ...</p> <p>„ Goluck Chunder Roy ...</p>	<p>Officiating Joint Magistrate and Deputy Collr. &amp; Secy. to Committee.</p> <p>Sessions Judge.</p> <p>Surgeon.</p> <p>Principal Sudder Ameen.</p> <p>Mooniff.</p> <p>Collectorate Sheristadar.</p> <p>Dewanee ditto.</p>
COMILLAH SCHOOL.	<p>H. C. Motealfe, Esquire. ...</p> <p>A. Abercrombie, Esquire ...</p> <p>C. F. Montross, Esquire ...</p> <p>J. H. Spratt, Esquire ...</p> <p>Dr. H. F. Williams ...</p> <p>M. Little, Esquire ...</p> <p>Babu Swakannath Roy ...</p> <p>Mohamed Ally Khan ...</p> <p>Omender Begum Sain ...</p>	<p>Civil and Sessions Judge and Secretary to Committee.</p> <p>Magistrate.</p> <p>Officiating Collector.</p> <p>Civil Assistant Surgeon.</p> <p>Uncovenanted Deputy Collector.</p> <p>Chief Sudder Ameen.</p> <p>Government Pensioner.</p> <p>Sheristadar, Collector's Court.</p>
NOAKHULL SCHOOL.	<p>H. M. Davis, Esquire ...</p> <p>F. B. Elmer, Esquire, C. S. ...</p>	<p>Civil Surgeon and Secretary to Committee.</p> <p>Officiating Joint Magistrate and Deputy Collector.</p>

# APPENDIX D.

Name of College or Institution	Names of Members.	Designation or Profession of Members.
ANGLO-WESTERN SCHOOL.	Syed Anwaruddin Hossain f. A. Littledale, Esquire .. A. A. Stanton, Esquire .. H. G. Wake, Esquire .. J. J. Hall, Esquire .. G. Field, Esquire .. Moula Wehid Ooddeen .. " Inudad Alli ..	Deputy Collector and Secretary to Committee. Civil and Sessions Judge. Officiating Collector. Magistrate. Civil Assistant Surgeon. Sub-Deputy Opium Agent. Principal Sudder Ameen. Sudder Ameen.
HOOVER COLLEGE.	R. P. Harrison, Esquire .. W. H. Backle, Esquire .. F. R. Cookwell, Esquire .. H. Baillie, Esquire, M. D. .. Babu Kashinath Mitter ..	Judge. Collector. Magistrate. Civil Assistant Surgeon. Principal Sudder Ameen.

**RETURN of Persons who have received Appointments of Fifty (50) Rupees a month and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57.**

DISTRICT.	Offices in each District.	Names of Officers.	Extent of Scholarships as Teachers and Honorary Schools or College stipendiums.	Office to which appointed and Salary.	Date on which Appointments was confirmed.	Name of Nominating Officer.	Name of Confirming Officer.
Presidency	Sudder Court	Moulvie Abdul Ra- wood	Was advanced in the Cal- cutta Madrasah	Translator, Sala- ry Rs. 100	15th Jan. 1857	A. W. Russell Esq., Offg. Registrar	H. T. Hallam, Esq., Judge.
Ditto	Ditto	Bala Gopal Chuan- der Mookerjee	Ditto in the late Hindu College	Ditto, Rs. 100	1st March 1857	Ditto ditto	Ido ditto.
Ditto	Board of Revenue	W. W. Kierlandier	Late Ctg. Head Master and for 20 years, and Master of the Calcutta Free School	Deputy Registrar in the Salt Dept., Rs. 150	14th Dec. 1856	E. T. Trevor, Esq., Offg. Secretary	H. T. Trevor, Esq., Offg. Secretary.
DIVISION OF THE COMMISSIONER OF NUDDEA.							
54 Pergunnahs Salt Agency		Rana Churn Mooker- jee	Educated in the Elbowah- pore Union School	Darogah, Rs. 200	...	P. A. Eastington Esq., Offg. Secy.	
Jessore	Deputy Magistracy	Kalotespond Bose	Known Bengali and read- stands Police duties very well, but not brought up in any Government School or College	Darogah, Rs. 100	...	Rama Govindhar Esq., Offg. Secy.	



Ditto	Ditto	Hutteeprasad Sein Knows Bengali and Arabic Persian	Do do, Rs. 20	W. J. Herbert Esq., Asst. Magistrate.
Jessore	Ditto	Haji Ibram Oallah Knows Bengali and Persian and understands Police duties very well	Do do, Rs. 20	C. R. Skinner Esq., Asst. Magistrate.
Ditto	Ditto	Kishorunder Ray Knows Bengali and Persian and understands Police duties a very well, but not brought up to any Government School or College	Do do, Rs. 50	T. W. Molony, Esq., Off. Magistrate.
Ditto	Ditto	Ramkrishna Misra Ditto ditto	Do do, Rs. 20	Baboo G. Zorochurn Dutta, Deputy Magistrate.
Ditto	Ditto	Shankhodin Lahore Knows Bengali and understands Police duties very well, but not brought up in any Government School or College	Do do, Rs. 50	E. W. Mohr Esq.
Ditto	Ditto	Rishabher Chuckerbarty Western London Mosserjee	Do do, Rs. 50	C. Linwood, Esq., Magistrate.
24 Pergunnah Collectorate	Ditto	Ditto ditto	Do do, Rs. 50	Ditto ditto
Ditto	Ditto	Knows Bengali perfectly well and possesses a tolerably knowledge of English	Acting Inspector, Rs. 400	F. A. Luchington, Esq., Off. Collector.
Ditto	Ditto	Nikhil Banerjee Knows Fakhra and Bengali, was taught in a private school	Acting Darogah, Rs. 50	H. D. H. Ferguson, Esq.
Ditto	Ditto	Proth Chander Bose Knows Bengali and English, was taught in the Hindu College and a senior Scholarship-holder.	Do do, Rs. 50	Ditto



## 40

DISTRICT.	Officer in each District.	Names of Officers.	Extent of School as given in the School or College certificate.	Office to which appointed and salary.	Date on which Appointment was confirmed.	Name of Nominating Officer.	Name of Confirming Officer.
25. Parganas.	Deputy Collector at Calcutta.	Mr. W. Walker.	Knows English and Bengali.	Acting Deputy-Secretary in Revenue Department, Rs. 150.			
Ditto	Ditto	General Chandra Chatterjee.	Ditto ditto	Acting 2nd Asst. in the Office of an Inspector of Police, Rs. 80.		Koyla Chatterjee, Dist. Deputy Collector.	
Ditto	Ditto	Bajin Behary Saor.	Ditto ditto	Acting Darogah, Rs. 60.		Ditto ditto.	
Ditto	Magistrate	Haran Chandra Mitra.	Knows Bengali and Persian was never in a Government School.	Do do, Rs. 50.		Prasanna Chatterjee.	
Moochshahad.	Ditto	Mohun Lal Moosundar.	Knows Bengali and Persian.	Do, Rs. 60.		IL D. H. Puri, Asst. Magistrate.	
Ditto	Ditto	Ganga Narain Pandey.	Knows Bengali	Darogah, Rs. 50.	15th Dec. 1860.	W. C. Spencer, Esq., Offg. Magistrate.	
Ditto	Ditto	Kaly Kaunt Bose.	Knows Bengali and Persian.	Ditto	31st Dec. 1860.	Ditto ditto	A. Gault, Esq., Offg. Commissioner.

# APPENDIX B

Ditto	Magistrate	Manbromo Mazon- dar	Known Bengali	Ditto, " Ra. 40	15th Dec. 18	Ditto ditto	Ditto ditto
Ditto	Ditto	Modhoochun Goud	Ditto ditto	Acting Darogah, Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Mohun Loll Mazon- dar	Known Bengali and Persian	Do. do., Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Asst. Magistrate	Roohree Kaunt Sing	Ditto ditto	Darogah, Ra. 50	Not yet con- firmed	W. H. Bamshad, Esq.	Ditto ditto
Ditto	Magistrate	Moor Allee	Ditto ditto	Acting Darogah, Ra. 50	"	E. W. Mahony Esq., Magistrate.	Ditto ditto
Ditto	Ditto	Nitin Nando Laboo- ry	Ditto ditto	Do. do., Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Gurpee Mohun Chaf- tarjee	Ditto ditto	Sheristadar, Ra. 50	ath D. 1850	Ditto ditto	Ditto ditto
Ditto	Ditto	Harrenauth Mazon- dar	Ditto ditto	Acting Darogah, Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Nitin Nando Laboo- ry	Ditto ditto	Do. do., Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Shamundhor Mo- sondar	Ditto ditto	Do. do., Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Parbhatty Nanth Hastacharjee	Understands English and Bengali	Do. do., Ra. 50	"	Ditto ditto	Ditto ditto
Ditto	Ditto	Peary Mohun Ghose	Was educated in a Bengali school	Darogah, Ra. 50	16th Dec. 1850	E. Galiga, Esq.	Ditto ditto
Ditto	Ditto	Ramprasad Sing	Known Vernacular	Acting Darogah, Ra. 50	"	Captain, Esq., in charge of Ch. District Office.	Ditto ditto
Ditto	Ditto	Mohun Chunder Ghose	Known Bengali	Darogah, Ra. 50	16th Dec. 1850	Esq.	Ditto ditto
Ditto	Ditto	Shamundhor Hastacharjee	Ditto ditto	Ditto, Ra. 50	"	Understands Persian, Urdu, and English.	Ditto ditto
Ditto	Ditto	Ramesh All Khan	Known Bengali and Persian	Ditto, Ra. 50	16th Dec. 1850	A. Magistrate.	Ditto ditto

DISTRICT.	Office in each District.	Name of Officers.	Extent of Scholarships as Grants and Honorary School or College distinctions.	Office to which appointed and salary.	Date on which Appointment was confirmed.	Name of Nominating Officer.	Name of Confirming Officer.
Bombay	Magistracy	Theobald Elton	Klona Bengal	Acting Darogah. Rs. 50	"	A. J. Filling, Esq., Magistrate	"
"	"	Seyna Chatterjee	Received education in English College; known English and Bengali well	Co. do., Rs. 50 Do. do., Rs. 50	"	Ditto ditto.	"
"	"	Theobald Mohun Das	Klona Bengal	Do. do., Rs. 50	"	Ditto ditto.	"
"	"	Medhocrachan Ghose	has been at any School or College	Do. do., Rs. 50	"	E. W. Moore, Esq., Magistrate	"
"	"	Mr. W. Waller	Known English	Act'g Magist. Asst. in the Ld. Census Dept., Rs. 200	"	Ramu Kollia Chaudr. Dutt, Deputy Collector.	"
"	"	Seyna Chatterjee	Ditto	Acting Sub Asst. in the European Poultry Dept., Rs. 90	"	Ditto ditto.	"
"	"	Bagin Behary Roy	is a good English Writer and trustworthy Officer	Acting Darogah, Rs. 50	"	Ditto ditto.	"
"	"	Rameswar Ghose	Studied Bengali in a Village Pathshala; has no honorary school or College distinction	Darogah, Rs. 60 57th Mar. 1856	"	W. C. Jensen, Esq., Magistrate	Geddes, Esq., Commissioner.

Ditto	Asst. Magistrate	Hera Lal Singh	Ditto ditto	Ditto ditto	Ditto ditto
34-Pergunnah	Salt Agency	Chandra Coomah	Acting Darogah	Salt Agent	
		three	Rs. 100	Ditto	
Ditto		Raj Coomah Gangooly	Do. do. Rs. 200	X J. Elliot Esq.	
Ditto	Magistrate	Moten Oollah Khan	Darogah. Rs. 50	Magistrate.	
Ditto		Werno Chander			
		Chuckerbutty			
		Was educated in the Kish- ingur College: Knows English and Bengali			
Ditto	Deputy Magistrate	Ula'steen Ahamed	Ditto Rs. 50	3rd Mar. 1856	Ditto ditto
		Known Bengali and Persian	Ditto, Rs. 50	11th Mar. 1856	Gobind Chander Bose Deputy Magis- trate.
Ditto		Luckhin Chander		17th Mar. 1856	Datta Iskur Chund- der Ghose, De- puty Magistrate.
		Turpalar			
34-Pergunnah	Magistrate	Nobokato Roy	Acting Darogah. Rs. 50		H. D. H. Pargus- son Esq., Magis- trate.
Ditto		Gobind Chander Bose	Do. do. Rs. 50		Ditto ditto.
		Known Bengali: was never in any Public School			
		DIVISION OF THE COMMISSIONER OF BURDWAN.			
24-Pergunnah	Johns Magistrate	Monkound Moortay	Darogah, Rs. 50	1st and 7th 1856	H. Jones, Esq., Johns Magistrate.
		Elwas			
Ditto		Loke Nath Mitter	Acting Darogah. Rs. 50		Ditto ditto
Ditto		Tarachand, Nagab	Do. do. Rs. 50		Ditto ditto.
Ditto		Baobhan Mohun			
Ditto		Chowdry			
		Was educated in the Late Chowmahat School of Burdwan and read Acob's Greek for the Junior School for the standard and knows English as well as the Vernacular languages			
			Darogah, Rs. 50	10th July 1856	H. Jones, Esq., Johns Magis- trate.
					H. Jones, Esq., Johns Magis- trate.

**RETURN of Persons who have received Appointments of Fifty (50) Rupees a Month and upwards, from Heads of Offices in the Judicial and Revenue Departments, during the Year 1850-51.—(Continued.)**

DISTRICT.	Offices in each District.	Names of Officers.	Extent of Scholarships, appointments and Honours, School or College studied.	Office to which appointed and Salary.	Date on which Appointment was conferred.	Names of Nominating Officer.	Name of Confirming Officer.
Turdwan	Jahanabad Division	Sub-Abdool Kadir	Has acquired a High Proficiency in the Arabic and Persian languages, and creditable acquaintance with the Bengali language at the Hooghly College; was Junior Scholarship-holder of 3 Rs. a month for 2 years, after which he was promoted to the Senior Scholarship of 50 Rs. at the said College, which he held for one year, after which he left the College and obtained a Certificate of High Proficiency, signed by Mr. W. C. Young, Director of Public Instruction	Acting Darogah, Rs. 50	..	Abdool Lutfodd Deputy Magistrate.	..
	Hooghly	Shamsa Nauth Mullick	Received private education in Persian and Vernacular	Do do., Rs. 50	..	F. R. Cockrell, Esq., Magistrate.	..
Dacca	Ditto	Dargomani Mitter	Received private education in English and Vernacular	Do. do. Rs. 50	..	Ditto ditto.	..

# APPENDIX B

Ditto	Ditto	Abdon' hadir	Knows English, Persian and Vernacular	Lo. do., Ra. 80	Ditto ditto.
Ditto	Ditto	Abdur Rohim	Knows Persian and Vernacular	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Umbia Churn Bawa	Was educated at the Donora School and knows English and Vernacular	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Hansa Moodera	Received private education in Persian and Vernacular	Do. do., Ra. 50	Ditto ditto.
Misamisore	Ditto	Ali R. Kuber	Ditto ditto	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Sadana Chander	Ditto ditto	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Brigje Moh'm Doss	Was educated in the Midnapore School	Off. Head Clerk, Ra. 30	Ditto ditto.
Ditto	Ditto	Taravara Churn Banerjee	Was educated in the Hooghly College	Translator, Ra. 20	Ditto ditto.
Bidjapoor	Ditto	Behary Loh Mookherjee	Known Bengali	Acting Bar. Off., Ra. 50	Ditto ditto.
Banarash	Ditto	Lote Nath Mitter	Knows Bengali and Persian	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Purjan Chandra Sarda	Was educated in the Banarash English School and knows English and Bengali	Do. do., Ra. 50	Ditto ditto.
Ditto	Ditto	Deputy Mehtab Ali	Was educated at Chitaurah in Mahrattah Mohel's College; knows Arabic, Persian and Bengali; was a scholarship holder	Bar. Off., Ra. 50	Ditto ditto.
Ditto	Ditto	Nanda Gurnam Mohtabjee	Known Bengali	Acting Bar. Off., Ra. 50	Ditto ditto.

1881

RETURN of Persons who have received Appointments of Fifty (50) Rupees a month and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57.—(Continued.)

DISTRICT.	Place in each District.	Names of Officers.	Extent of Schooling or other attainments and Honorary School or College distinguished.	Office to which appointed and Salary.	Date on which Appointment was confirmed.	Name of Nominating Officer.	Name of Confirming Officer.
Burdwan	Magistracy	Prosunno Goman Roy	Was educated in a Private Pathshala, and knows the Vernacular language.	Daroga, Rs. 50	31st Oct., 1856	H. R. Listerford Esq. Magistrate.	
Ditto	Scholarship Division	Dwarika Nath Bose	By private instruction has obtained a good knowledge of the Bengali and tolerable acquaintance with the Persian language.	Asstg Daroga, Rs. 50			
Ditto	Ditto	Maulik Chunder Gangooly	Has acquired a good knowledge of the Bengali and Persian languages by private instruction.	Daroga, Rs. 50	14th Aug. 1856	H. R. Listerford Esq. Magistrate.	
Hooghly	Magistracy	Ram Komul Roy	Knows Persian and Vernacular.	Ditto, Rs. 75	11th Aug. 1856	F. R. Footscall Esq. Magistrate.	
Ditto	Ditto	Rameswar Sing	Knows Vernacular and a little Hindce.	Asstg Daroga, Rs. 50			
Ditto	Ditto	Noonmallee	Knows Persian and Vernacular.	Do. do., Rs. 50			
Ditto	Ditto	Serfant Waiam	Knows English.	Asstg Constable and Chinook Town Guard, Rs. 75			

Mildura	Ditto	East Odiah	Auroy, Parnam and Bengali Acting District.	Ra 30
Ditto	Ditto	Jugger Vaidh S. & Rameswar Singh	P-ties d do	Ra. 8
Ditto	Ditto	Gowai C. under Rev Bhagubhai Churni bhai	Kanars-Bengali und Petruan	Ra. 60
Ditto	Ditto	M. Muhammed Bera- coodien	Ditto ditto	Ra. 60
Ditto	Ditto	Mr James Fegredo	Educated in the College of St Francis Xavier at Calcutta for upwards of six years	Ra. 50
H. Agaloo	Salt Agency	Madhuca Froosun Chanler	Kanars Bengali	Acting District Ra. 50
Bombay	Commissioner's Office	Kedopernand Ghose	Was educated in the Hindu College and was Principal and Bengali well known	Cheek Ra. 60
Bombay	Sub-Division Head-Quarters	Mundo Commar Maw haryeo	Known Bengali well known school as college education	Acting District Ra. 70
Bombay	Magarney	Mr N. J. Bus Bose	Has had no school or college education but known English and Persian	District Ra. 80
Bombay	Ditto	Abd ulmamed Khan	Ditto ditto	Acting District Ra. 80
Bombay	Ditto	Seetabandas Bose	Was educated in different schools and knows English and Persian	District Ra. 90





Hootly	Magistrey	Khetter Mohun Roy	Knows Bengali and Persian; has no school or College distinctions	Dargah, Ra-56 Feb. 1-57	Unlaid Lettered, Deputy Magistrate.	J. H. Young, Esq., Offg. Commisr.
Billo	Ditto	Birewar Mockriepe	Ditto ditto	Aching Dargah, Ra. 50	F. R. Coatswell Esq., Magistrate.	
Ditoo	Ditto	Romes Chunder Mockriepe	Knows Bengali and English; was attached at the Hooghly College	Do. do., Ra. 50	Ditto ditto	
Billo	Ditto	Gobind Chander Ghose	Knows English and Bengali	Do. do., Ra. 50	Ditto ditto	
Ditoo	Ditto	Russet Lal Banerjee	Ditto ditto	Do. do., Ra. 50	Ditto ditto	
Ditoo	Ditto	Joy Gopool Mirza	Ditto ditto	Do. do., Ra. 50	Ditto ditto	
Mingapa	Ditto	Jaggasur Chuckerbutty	Knows Bengali, but has no School or College distinctions	Do. do., Ra. 50	E. Brigg, Esq., Magistrate.	
Ditoo	Ditto	Salet Oolish	Knows Bengali and Persian, but has no School or Col lege distinctions	Do. do., Ra. 50	Ditto ditto	
Ditoo	Ditto	Jagger Nath Sing	Ditto ditto	Do. do., Ra. 50	Ditto ditto	
Ditoo	Ditto	Man at Dak	Ditto ditto	Do. do., Ra. 50	Ditto ditto	
Tumlook	Salt Agency	Gopal Chunder Banerje	Was educated in the London Missionary Institution, Calcutta; has Certificate from the Principal of the School	Dargah, Ra. 50	J. H. Young, Esq., Salt Agent	Board of Revenue
DIVISION OF THE COMMISSIONERS OF DISTRICTS						
Cuttack	Collectorate	Junardan Saha	Knows English, Persian, Hindustani and Oriya thoroughly; has acted as Govt. School; was educated at home	Dargah, Ra. 50	J. H. Young, Esq., Salt Agent	Board of Revenue
Ditoo	Salt Agency	Jayprith Chunder Ray	Knows Bengali and Persian	Dargah, Ra. 50	J. H. Young, Esq., Salt Agent	Board of Revenue



OFFICE DEPARTMENT BELLE

**Babar Sultan  
Optima Class  
SOWD**

**Mr. E. Cooper**

has been educated in the Military Department of the Edinburgh Institute, and has received a Prize in Mathematics and Algebra, a Prize in Latin, and a Prize in Land Surveying and Drawing, also possesses a colloquial knowledge of the Gaelic language.

City and County  
Assn., Rs. 73.14

**Ditto**

張氏曰

as not received his education in any Government or private School, but known English

Offg. Extra 8rd  
Asst., Re. 50

**Barry,**

Slack Around Town

Proficient in Persian, is also;  
acquainted with Hindi &c;  
received tuition at home

Native Asst. to  
the Sub-Depu-  
ty Agent, Nat-  
10, besides ar-  
ranged fired com-  
mission, Rs. 1,500

3rd May 1964 G. Barnes, Esq.,  
Off. Sub-Depu-  
ty Comdant, A.S.D.

**R. B. Garrett, Bay -  
Opium Agent.**

**Difesa d'istto.**

DIVISION OF THE COMMISSIONER OF AGRICULTURE

Principal Assistant  
Commissioner  
Office

**1**

100-443887-100

*RETURN of Persons who have received Appointments of Fifty (50) Rupees a month and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57. — (Continued.)*

DISTRICT.	Offices in each District.	Names of Officers.	Extent of scholastic attainments and temporary School or College duties.	Office to which appointed and salary.	Date on which Appointment was confirmed.	Name of Nominating Officer.	Name of Confirming Officer.
Bahar.	Principal Assistant Comptroller's Office.	Tikka	Known Burnett, was educated at Pinnang's School.	Acting Darogah, Rs. 50		Captain F. W. Roper, Principal Secy. (Local).	
Akyab.	Custom House.	Kedder Nath Mitter	Entered at Kew's School, Calcutta.	Export Clerk, Rs. 60	24th Nov. 1856	J. H. Harrison Esq., Collector of Customs.	
Dacca.	Ditto.	M. J. John Dias	Entered at the Government School, Chittagong.	Import Clerk, Rs. 60			Captain H. Roper Esq., Commr. of Customs.
Dacca.	Ditto.	Nobin Chunder Banerjee.	Entered at the Government School, Barisalpoore.	Inspector, Rs. 80	31st Nov. 1856	Ditto ditto	Ditto ditto.
Bahar.	Superintendent's Office.	DIVISION OF THE COMMISSIONER OF CHITTAGONG.			31st Nov. 1856	Ditto ditto	Ditto ditto.
Chittagong.	Additional Judge's Office.	Muraddeen Ahmed Xwos Bengali and Persian.		Darogah, Salary Rs. 50, and travelling allowance Rs. 20	24th July 1856	W. A. Petoock Esq.	J. O. Campbell Esq., Controller.
Chittagong.	Additional Judge's Office.	Goppee Mohun Roy	Was educated in the Ben-gali and Persian languages at a Village School, and held a Readership School or College distinctions.	Peohar, Rs. 50	1st July 1856	G. C. Fletcher Esq., Chief Judge.	

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*RETURN of Persons who have received Appointments of Fifty (50) Rupees a month and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57.—(Continued.)*

DISTRICT.	Office in each District.	Name of Officer.	Extent of Academic acquirements and Honorary School or College disqualifications.	Office to which appointed and Salary.	Date on which Appointment was confirmed.	Name of Promoting Officer.	Name of Counting Officer.
Chittagong	Suit Agency	Ka'ice Mohun Pan Knops Bengali	..	Acting Commission, Rs. 100	..	C. Chapman, Esq.	..
Ditto	Magistrate's	Mahomed Abul	..	Knows Bengali and Persian Acting Darogah, Rs. 50	..	..	..
Ditto	Ditto	Mohar Ally	..	Knows Bengali and Persian, left was not brought up in any School	..	A. Abercrombie Esq., Magistrate.	..
Ditto	Ditto	Surend Chunder Bar- tholomew	..	Ditto ditto	..	C. F. Montrose Esq., Magistrate.	..
Ditto	Ditto	Koond Kessore Sar- ma	..	Ditto ditto	..	Ditto ditto.	..
DIVISION OF THE COMMISSIONER OF CHOTA NAGPORE.							
Deharadga	Senior Asst. Com- missioner's Office	Dayram Lall	..	Acting Darogah, Rs. 60	..	Captain W. H. Oakes, Principal Asst. Commis- sioner.	..
Mynabhoor	Principal Asst. Com- missioner's Office	Biswanoy Sikhar	..	Acting Treasury off, Rs. 65	..	Captain G. N. Oakes, Principal Asst. Commissioner.	..









Maldah	Altaf Hussain Mohal	Becharam Bose	Was educated in the Indian Vernacular School, Dargah, Ra. 20	Collector of Raing-pore.	Johnston, Esq. Deputy Collector in charge of the Alameda Island.
Barpore	Calcutta	Shih Chunder Mookenjee	Master at the Rangpoor Grammar School; has a very creditable knowledge of English and accounts, and is by no means deficient in his own Vernacular. He has not, however, received any honorary distinction.	Acting Head Clerk, Ra. 80	
Dibru	Magistrate	Mulien Mahan	Knows Bengali	Acting Dargah, Ra. 30	W. L. Robinson, Esq. Ditto ditto. Ditto ditto. Ditto ditto.
Dibru	Ditto	Chunder Nath Bose	Ditto ditto	Do. do, Ra. 50	
Dibru	Ditto	Sreegish Bose	Ditto ditto	Do. do, Ra. 40	
Dibru	Ditto	Sarboop Chandra Roy	Ditto ditto	Do. do, Ra. 5	
Dibru	Ditto	Deputy Collector	Has been brought up in a Private Vernacular School, Ra. 50	Rahm Beecher, Esq. Deputy Collector.	
Dibru	Deputy Magistrate	Wakent Mahomed			J. C. Bodgson, Esq.
Kaldah	Ditto	Becharam Bose	Kanar-Bengali and Persian Dargah, Ra. 30. 17th June 1863. Was educated in the Indian Vernacular School, Dargah, Ra. 20	Johnston, Esq. Deputy Collector.	
Maldah	Deputy Collector	Mohar Chunder Mahan	Treatment, Ra. 30. 1st Sept. 1863	Johnston, Esq. Deputy Collector.	

**RETURN of Persons who have received Appointments of Fifty (50) Papers a month, and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57.—(Continued)**

DISTRICT.	Offices in each District.	Names of Officers.	Extent of Subjects so- cruisants and Literary School or College (Native schools)	Office to which appointed and Salary.	Date on which Appointment was confirmed.	Name of Nominat- ing Officer.	Name of Confirm- ing Officer.
Biharay.	Jung College.	Madhab Chandra Mazumdar	Knave Bengali	Acting Darogah, Rs. 50	"	Deputy Collector Biharay Ab- dus Salam Khan. D. the date. W. I. Kishoream. Exp. Offg. Ma- gistrate.	
Ditto.	Ditto.	Rajendran Chowdhry Srinath Das	Ditto ditto Knows Bengali and Persian	Do. do., Rs. 60 Do. do., Rs. 50	"	"	
Dumrao.	Ditto.	Joygeant Banerjee	Knows English tolerably well, and has a compe- tent knowledge of Ben- gal; sees no school at College distinctions	Darogah, Rs. 50-90th Nov. 1887	"	T. R. Raychoudhary Esq., Magistrate Gondaburgh.	
Dumrao.	Ditto.	Syda Nath Das	Knows Bengali	Acting Darogah, Rs. 50	"	E. Drummond. Esq., Acting Magistrate. Bilao ditto. Ditto ditto.	
Dumrao.	Ditto.	Anand Chandra Chakraborty	Ditto ditto Bitten ditto	Do. do., Rs. 50	"	"	
Dumrao.	Ditto.	Syda Nath Das	Knows Bengali and Persian, and is slightly acquain- ted with English; not em- ployed at any Government School	Do. do., Rs. 50 Do. do., Rs. 50	"	"	
Dumrao.	Dumrao's Court			Shariatdar, Rs. 150	1st Feb. 1887	L. E. Jackson, Esq. C.M. Judge City Judge	





*HEADS OF OFFICES IN THE JUDICIAL AND REVENUE DEPARTMENTS, DURING THE YEAR 1856-57. — (Continued.)*

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Ditto Monghyr	Ditto Ditto	Local in House in Burrish Chander B. negro.	Ditto ditto	Was educated in the Government School at Baranpore	Ditto, Rs. 50	died Jan. 1887	Ditto (same)
Baranpore.	Ditto	Kalegharshad Muzer	Received private education in Faria and Hindes	Active Dargah. Rs. 50	Not yet brought	died	died H. U. Broom.
Monghyr	Ditto	Fazim Ali	Known Persian and Urdu well	Dargah, Rs. 50	Not yet brought	died	died H. U. Broom.
Ditto Ditto	Ditto Ditto	Hassid Ali Dost Ali	Porto ditto Ditto ditto	Ditto, Rs. 50 Ditto, Rs. 50	Not yet brought	died	died H. U. Broom.
DIVISION OF THE COMMISSIONER OF PATNA.							
Patna	Collectorate	Mouree Vallat Ho	Known Arabic, Persian, and Hindis	Active Sharika ditto, Rs. 50			R. E. Wengert, Eng. Collector.
Ditto	Magistracy	Sund Stegh	Known Bengali and Hindes well, and is a good Per sian, scholar	Do. do., Rs. 50			J. H. Lewis, Eng. (offg. Magistrate).
Ditto	Ditto	Bansodhur	Known Hindes and Per sian well	Active Dargah, Rs. 50			
Ditto Ditto	Ditto Ditto	Wahid Ali Kalegharshad	Ditto ditto Known Hindes and Persian well	Do. do., Rs. 50 Active Dargah			
Ditto Ditto	Ditto Ditto	Shoob Chund Gentur Lal	Ditto ditto Received private education in Faria and Hindes	Do. do., Rs. 50 Active Dargah			

RETURN of Persons who have received Appointments of Fifty (50) Rupees a month and upwards, from the Heads of Offices in the Judicial and Revenue Departments, during the Year 1856-57.---(Continued.)

DISTRICT	Offices in which	Name of Officer	Extent of Education and literary attainments and if formerly employed in any office	Office to which appointed and Salary	Date on which Appointment was conferred	Name of Nominating Officer	Name of Confirming Officer
Panna	Judge's Court	Abdullah Khan	Studied Persian and Oudhoo Persian, and knows language of Arabic language in a private school at Lucknow	Magistrate, Rs. 100	18th M. 1856	H. S. Khan, Esq.	
Etah	Magistry	Boj Gopal Lall	Knows Hindoo and Persian well	Acting Darogah, Rs. 50		J. M. Lewis, Esq. Offg. Magistrate	
Etah	Bitto	Baba Nand Comar	Knows Hindoo, Persian, and Bengali well	Sub-stadary, Rs. 50	24th Oct. 1856	Ditto ditto	W. Taylor, Esq. Commissioner
Etah	Bitto	Vasant Bhowan	Knows Persian and Hindoo	Darogah, Rs. 50	22nd Aug. 1856	W. Taylor, Esq. Commissioner	
Etah	Bitto	Halvedial	Not educated in any public institution, but qualified in Persian and Hindoo	Acting Darogah, Rs. 50		Ditto ditto	
Etah	Bitto	Mahboob Ali	Not educated in any school or college, but knows Persian, Hindoo, and Bengali	Darogah, Rs. 50	18th Aug. 1856	H. S. Khan, Esq.	Ditto ditto

# APPENDIX D

Ditto	Ditto	Reethamala	Not witnessed in any School of College, but knows Perum and Hunder	Facing Darogah, Rs. 50	Ditto ditto	H. Richardson, Esq., Magistrate.
Ditto	Ditto	Syud Warris Ally	Ditto ditto	Darogah, Rs. 50 5th Feb. 1896	Ditto ditto	
Ditto	Ditto	Mahomed Waddi Rossari	This Officer was not educated in any School or College, but knows Perum and Hunder	Facing Darogah, Rs. 50	Ditto ditto	
Ditto	Ditto	Syud Warris Ally	Ditto ditto	Do. do., Rs. 50	Ditto ditto	



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SKETCH STATEMENT of Receipts on Account of the *Public*

	Tuition Fees	Sale of Books	Charges Extended	Fees and Fines	Collection of the Funds for the Public
Bowrah	5879 1 0	0 0 0	29 0 0	0 0 0	0 0 0
Patna	2182 7 0	0 0 0	0 0 0	0 0 0	0 0 0
Atto Larnah	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bachon or Rumbahy	1835 0 0	0 0 0	0 0 0	77 18 0	0 0 0
Bherputra	1517 1 0	0 0 0	0 0 0	25 0 0	0 0 0
Secon	1853 0 0	0 0 0	0 0 0	40 4 0	0 0 0
Banowrah	1852 12 10	0 0 0	0 0 0	42 4 0	0 0 0
Seron	676 4 0	0 0 0	0 0 0	0 0 0	0 0 0
Gyali	361 4 0	0 0 0	0 0 0	30 2 0	0 0 0
Deoraham	1802 4 0	0 0 0	0 0 0	18 0 0	0 0 0
Backergunge	2791 4 0	23 8 6	0 0 0	110 0 0	0 0 0
Noakholly, Bulloah	230 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Daryling	19 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Wahenang	1822 1 0	0 0 0	0 0 0	180 7 0	0 0 0
Wahedjore	1147 8 0	0 0 0	0 0 0	87 11 7	0 0 0
Shahabul	635 0 0	38 4 12	0 0 0	0 0 0	0 0 0
Purneah	873 0 0	0 0 0	0 12 7	9 0 0	0 0 0
Pubuah	1004 0 0	0 0 0	0 0 0	85 14 0	0 0 0
Gowdiparah	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bardet	1983 12 0	0 0 0	0 0 0	21 6 3	0 0 0
Arracan Province.					
Akaro	228 8 0	0 0 0	4 7 0	0 0 0	0 0 0
Ratna	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Madgway	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Assam Province.					
Salkwa in Assam	0 0 0	0 0 0	3 0 0	0 0 0	0 0 0
Hamroo	139 3 0	0 0 0	0 0 0	0 0 0	0 0 0
Dimag	42 7 0	0 0 0	0 0 0	0 0 0	0 0 0
Chokimpore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Chokimpore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Nowgong	0 0 0	0 0 0	7 0 0	0 0 0	0 0 0
Jorhat	226 8 0	0 0 0	0 0 0	0 0 0	0 0 0
Lowit and Dohlangur	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	7975 2 0	414 12 10	577 15	9180 10	61857 9 22
Provincial Schools.					
Mitapore	454 1 0	0 0 0	0 0 0	0 0 0	0 0 0
Kar Roy	17 14 0	0 0 0	20 18 0	15 7 2	0 0 0
Chokimpore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Chokimpore	102 2 0	0 0 0	187 0 0	0 0 0	0 0 0
Chokimpore	15 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Chokimpore	14 2 0	0 0 0	0 0 0	0 0 0	0 0 0
Chokimpore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Gowdiparah	0 0 0	0 0 0	250 0 0	0 0 0	0 0 0
Bograh	235 11 0	0 0 0	0 0 0	0 15 0	0 0 0
Burdwan	281 7 0	0 0 0	0 0 0	2 0 0	0 0 0
Modhulalal	196 15 0	0 0 0	0 0 0	2 0 0	0 0 0
Nadwa	376 2 3	2 0 0	0 0 0	4 10 0	0 0 0
Dimagpore	307 15 0	0 0 0	0 0 0	0 0 0	0 0 0
Malasore	16 9 0	0 2 0	5 13 0	0 0 0	0 0 0
Cuttack	71 11 4	91 18 0	0 0 0	0 0 0	0 0 0
Banowrah	57 12 0	0 0 0	0 0 0	0 0 0	0 0 0
Backergunge	0 0 0	18 12 2	0 0 0	0 0 0	0 0 0
Jessore	10 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Mymensing	233 0 0	0 0 0	0 0 0	11 11 0	0 0 0
Burdwan	50 7 0	0 0 0	0 0 0	0 0 0	0 0 0
Malda	149 3 0	0 0 0	0 0 0	0 0 0	0 0 0
Hooghly, Ooterparran	221 4 0	0 0 0	0 0 0	0 0 0	0 0 0

## tion Department for the Official Year 1856-57. (Continued.)

Interest on Govern- ment Promissory Notes.	Donations from In- dividuals.	Registration Fees.	Miscellaneous.	Total Receipts.	Sanctions of Expenditure.	GRAND TOTAL.
0 0 0	0 0 0	0 0 0	0 0 0	8586 1 3	8690 0 0	6693 1 3
0 0 0	0 0 0	0 0 0	0 0 0	2432 8 0	3397 1 7	15929 0 7
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2400 0 0	2400 0 0
0 0 0	0 0 0	0 0 0	0 0 0	1712 18 0	4800 0 0	1712 18 0
0 0 0	0 0 0	0 0 0	0 0 0	1544 1 0	4800 0 0	1544 1 0
0 0 0	0 0 0	0 0 0	0 0 0	1922 4 0	4800 0 0	1922 4 0
0 0 0	0 0 0	0 0 0	0 0 0	1902 8 31	4800 0 0	1902 8 31
200 0 0	0 0 0	0 0 0	0 0 0	806 4 0	2000 0 0	2000 0 0
0 0 0	0 0 0	0 0 0	0 0 0	743 1 6	2000 0 0	743 1 6
0 0 0	0 0 0	0 0 0	0 0 0	1620 8 0	2000 0 0	1620 8 0
0 0 0	0 0 0	0 0 0	0 0 0	2075 2 0	2000 0 0	2075 2 0
0 0 0	0 0 0	0 0 0	0 0 0	664 0 0	2000 0 0	664 0 0
0 0 0	0 0 0	0 0 0	0 0 0	1210 5 8	2000 0 0	1210 5 8
0 0 0	0 0 0	0 0 0	0 0 0	2006 2 0	2000 0 0	2006 2 0
0 0 0	0 0 0	0 0 0	0 0 0	1228 3 7	2000 0 0	1228 3 7
0 0 0	0 0 0	0 0 0	0 0 0	793 0 10	2000 0 0	793 0 10
0 0 0	0 0 0	0 0 0	0 0 0	874 12 7	2000 0 0	874 12 7
0 0 0	0 0 0	0 0 0	0 0 0	1035 14 0	2000 0 0	1035 14 0
0 0 0	0 0 0	0 0 0	0 0 0	600 0 0	2000 0 0	600 0 0
0 0 0	0 0 0	0 0 0	0 0 0	2516 1 9	2000 0 0	2516 1 9
0 0 0	0 0 0	0 0 0	0 0 0	222 18 0	4830 7 5	4830 7 5
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3450 0 0	3450 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	200 62 0	200 62 0
0 0 0	0 0 0	0 0 0	0 0 0	328 3 8	2400 0 0	2400 0 0
0 0 0	0 0 0	0 0 0	0 0 0	4 7 0	773 0 0	810 7 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	420 0 0	420 0 0
0 0 0	0 0 0	0 0 0	0 0 0	6 0 0	816 0 0	816 0 0
0 0 0	0 0 0	0 0 0	0 0 0	7 0 0	1080 0 0	1087 0 0
0 0 0	0 0 0	0 0 0	0 0 0	220 8 0	900 0 0	1120 8 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6000 6 0	6000 6 0
1010 10 0	1267 0 0	0 0 0	210 0 0	9757 14 04	21117 10 0	31875 8 94
0 0 0	0 0 0	0 0 0	0 0 0	154 1 8	3625 12 0	4059 13 3
0 0 0	0 0 0	0 0 0	0 0 0	254 3 9	0 0 0	254 3 9
0 0 0	0 0 0	0 0 0	0 0 0	5 0 0	0 0 0	5 0 0
0 0 0	0 0 0	0 0 0	0 0 0	189 9 0	0 0 0	189 9 0
0 0 0	0 0 0	0 0 0	0 0 0	13 9 0	0 0 0	13 9 0
0 0 0	0 0 0	0 0 0	0 0 0	13 2 0	0 0 0	13 2 0
19 11 2	0 0 0	0 0 0	0 0 0	14 11 2	0 0 0	19 11 2
0 0 0	0 0 0	0 0 0	0 0 0	336 0 4	317 0 0	336 0 4
0 0 0	0 0 0	0 0 0	0 0 0	236 21 6	0 0 0	236 21 6
0 0 0	0 0 0	0 0 0	0 0 0	237 0 0	3026 2 11	3263 2 11
0 0 0	0 0 0	0 0 0	0 0 0	201 15 0	219 3 8	420 8 8
0 0 0	0 0 0	0 0 0	0 0 0	292 12 8	2477 4 8	2669 0 11
0 0 0	0 0 0	0 0 0	0 0 0	203 13 6	105 16 8	308 10 2
0 0 0	0 0 0	0 0 0	0 0 0	25 6 6	0 0 0	25 6 6
0 0 0	0 0 0	0 0 0	0 0 0	108 8 2	0 0 0	108 8 2
0 0 0	0 0 0	0 0 0	0 0 0	91 13 0	0 0 0	91 13 0
0 0 0	0 0 0	0 0 0	0 0 0	14 13 8	907 13 2	921 13 0
0 0 0	0 0 0	0 0 0	0 0 0	16 0 0	2204 11 4	2310 11 4
0 0 0	0 0 0	0 0 0	0 0 0	243 17 0	0 0 0	243 17 0
0 0 0	0 0 0	0 0 0	0 0 0	30 7 0	146 13 0	177 6 0
0 0 0	0 0 0	0 0 0	0 0 0	150 10 4	0 0 0	150 10 4
0 0 0	0 0 0	0 0 0	0 0 0	251 4 0	725 13 7	7008 8 7



# SKETCH STATEMENT of Receipts on account of the Education

	Tuition Fees.	Sale of Books.	Charges Refunded.	Fees and Fines.	Collections from the Lands belonging to the School Funds, &c.
Barrack ..	266 12 0	0 0 0	0 0 0	0 0 0	0 0 0
Dumraug ..	72 3 0	0 0 0	0 0 0	0 0 0	0 0 0
Jorshut ..	120 2 0	0 0 0	0 0 0	0 0 0	0 0 0
Lohardugga ..	0 0 0	0 0 0	180 0 0	0 0 0	0 0 0
Kungoor ..	353 8 2	0 0 0	0 0 0	0 0 0	0 0 0
of Pergunahs ..	52 14 0	0 0 0	0 0 0	0 0 0	0 0 0
Calcutta ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Putnah ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Dacca ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Kyhat ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Buriedpore ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Rajshahye ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Chattarging ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Howrah ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Tot Anglo-Vernacular Schools ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	3631 12 10	108 16 7	650 0 0	52 6 3	0 0 0
<i>Model Schools.</i>					
Elmghly ..	266 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Chowrah ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Shehabad ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Patna ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Behar ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Monghyr ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bhagulpore ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	266 0 0	0 0 0	0 0 0	0 0 0	0 0 0
<i>Administrative.</i>					
Inspection of Schools ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Director of Public Instruction ..	0 0 0	0 0 0	0 0 0	135 2 3	0 0 0
Vernacular Schools ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	0 0 0	0 0 0	0 0 0	135 2 3	0 0 0
Total ..	139645 4 7	1000 13 5	1600 14 1	12187 11	211583 9 22

PORT WILLIAM:  
 Office of Assistant Government of Bengal,  
 General Department,  
 The 29th September 1857.

Forwarded to the Director of Public Instruction, with reference to his letter to the

tion Department for the Official Year 1856-57. — (Concluded.)

Interest on Govern- ment Promissory Notes.	Donations from In- dividuals.	Registration Fees.	Miscellaneous.	Total Receipts.	Sanctioned Scale of Expenditure.	GRAND TOTAL.
0 0 0	0 0 0	0 0 0	0 0 0	36 15 0	1439 8 0	1532 7 0
0 0 0	0 0 0	0 0 0	0 0 0	13 9 0	0 0 0	13 9 0
0 0 0	0 0 0	0 0 0	0 0 0	100 8 6	255 2 5	497 10 11
0 0 0	0 0 0	0 0 0	0 0 0	130 8 0	0 0 0	130 8 0
0 0 0	0 0 0	0 0 0	0 0 0	250 2 9	607 13 4	1051 1 1
0 0 0	0 0 0	0 0 0	0 0 0	52 14 0	6005 5 1	6148 3 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	267 13 0	267 13 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1812 7 0	1812 7 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2330 0 9	2330 0 9
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	204 11 2	204 11 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	356 7 2	356 7 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	170 13 11	170 13 11
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	297 6 4	297 6 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1751 6 0	1751 6 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6000 0 0	6000 0 0
19 11 2	80 0 0	0 0 0	0 0 0	4321 14 2	40015 0 7	50537 7 9
0 0 0	20 0 0	0 0 0	0 0 0	206 0 0	0 0 0	206 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1090 0 0	1090 0 0
0 0 0	20 0 0	0 0 0	0 0 0	206 0 0	6480 0 0	6786 0 0
0 0 0	0 0 0	0 0 0	778 11 8	778 11 3	0 0 0	778 11 3
0 0 0	0 0 0	0 0 0	4 13 0	139 15 8	0 0 0	139 15 8
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	7175 0 0	7175 0 0
0 0 0	0 0 0	0 0 0	778 8 5	913 10 11	7175 0 0	8088 10 11
1036 5 11	1987 0 0	4 0 0	1510 7 6	18078 7 10 1/2	496023 1 7	604907 8 5 1/2

(Errors Excepted)

R. P. HARRISON,

Officiating Accountant to the Government of Bengal.

Junior Secretary to the Government of Bengal, No. 210, of the 6th allama.

R. P. HARRISON,

Officiating Assistant to the Government of Bengal.



10

1999

[illegible]

# SKETCH STATEMENT of Charges on account of the Education

	Salary and Estab- lishment.	Scholarship and Fees.	Stipends.	House Rent, &c.	Purchase of Books, Instruments, &c.	Contingencies.	Fund-don.
Burmesa or Backer- gang.	3503 3 4	0 0 0	0 0 0	0 0 0	10 14 0	60 8 9	0 0 0
Balawore	3168 0 0	0 0 0	0 0 0	8 11 7	124 7 2	96 8 0	0 0 0
Pooni	3399 5 11	0 0 0	0 0 0	0 0 0	88 10 3	205 13 1	0 0 0
Dinsoorpur	3553 10 9	0 0 0	0 0 0	0 0 0	232 2 8	369 11 4	0 0 0
Farrakpoor	342 18 6	0 0 0	0 0 0	0 0 0	126 6 7	68 12 6	0 0 0
Mauhatang	3602 8 9	0 0 0	0 0 0	0 0 0	140 0 3	68 12 6	0 0 0
Panwah	2091 14 0	0 0 0	0 0 0	120 0 0	0 0 0	61 1 6	0 0 0
Lahm	3431 7 0	0 0 0	0 0 0	0 0 0	217 12 4	119 7 2	0 0 0
Shimlaul	3338 1 0	0 0 0	0 0 0	0 0 0	80 5 7	78 8 0	0 0 0
Sarun	3481 0 0	0 0 0	0 0 0	39 11 3	75 8 2	110 1 3	0 0 0
Barjaulin	366 11 11	0 0 0	0 0 0	0 0 0	0 0 0	252 2 8	0 0 0
Ootoparah School	4208 0 0	0 0 0	0 0 0	0 0 0	21 15 2	115 12 3	0 0 0
Durrang	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bangpore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1 0 0	0 0 0
At Larpomahs	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Arakan Provinces.							
Ak, th	8116 9 8	0 0 0	0 0 0	0 0 0	102 4 8	158 0 0	0 0 0
Kauree	2671 0 0	0 0 0	0 0 0	0 0 0	96 9 7	120 0 0	0 0 0
Assam Provinces.							
T. n. r. o. p.	2525 0 0	0 0 0	0 0 0	0 0 0	508 2 10	117 8 0	0 0 0
Jochaut	1741 11 9	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
P. r. r. u. g.	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Tankapore	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Nongang	396 16 8	0 0 0	0 0 0	77 14 0	0 0 0	54 0 0	0 0 0
	25250 1 8	10021 3 4	0 0 0	6 65 11 4	6796 2 11	1134 0 8	3853 15 11
Ternacular Schools.							
Sylhet	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Howrah	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Fatna	3605 0 2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Farrakpoor	463 0 5	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Banarash	377 14 8	0 0 0	0 0 0	0 0 0	152 2 9	264 5 10	0 0 0
Bhagnapore	24 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Durrang	1179 0 0	0 0 0	0 0 0	0 0 0	0 0 0	9 15 0	0 0 0
Nongang	1147 8 8	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Luckimpore	1100 14 0	0 0 0	256 0 0	0 0 0	0 0 0	290 0 0	0 0 0
Kanroop	2850 0 0	0 0 0	0 0 0	0 0 0	403 8 8	94 0 0	0 0 0
Tiloot	600 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bograh	1038 7 10	0 0 0	0 0 0	0 0 0	0 0 0	26 12 0	0 0 0
Gowalparah							
Pooni	94 0 0	0 0 0	0 0 0	0 0 0	0 0 0	47 2 2	0 0 0
Pooni	389 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Pooni	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Cuttack, C. D.	529 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6 13 0	0 0 0
Balasore	150 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 12 0	0 0 0
Bhagnapore	0 0 0	0 0 0	0 0 0	0 0 0	56 0 0	0 0 0	0 0 0
Ootoparah	26 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4 7 2	0 0 0
Mahish	420 0 0	0 0 0	0 0 0	0 0 0	0 0 0	66 10 10	0 0 0
Rajahahye	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	25 0 0	0 0 0
Myzoreang	858 4 0	0 0 0	0 0 0	0 0 0	0 0 0	41 13 0	0 0 0
Boghat	215 17 5	0 0 0	0 0 0	0 0 0	0 0 0	66 0 0	0 0 0
Badrangung	9 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0

## APPENDIX B

Department for the Official Year 1856-57. (Continued.)

[illegible]

**SKETCH STATEMENT of Charges on account of the Education**

	Salary and Emoluments.	Scholarships and Fees.	Stipends.	House Rent, &c.	Purchase of Books, Instruments, &c.	Contingencies.	Pensions.
Secy.	122 14 5	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Asst. Secy.	79 2 0	0 0 0	0 0 0	20 0 0	0 0 0	37 3 1	0 0 0
Magistrate	46 7 8	0 0 0	0 0 0	0 0 0	0 0 0	56 0 0	0 0 0
Inspector	18 9 10	7 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Revenue	527 10 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Surgeon	750 14 0	0 0 0	0 0 0	0 0 0	0 0 0	24 6 0	0 0 0
Asst. Surgeon	207 8 8	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Inspector	245 11 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Magistrate	475 13 10	0 0 0	0 0 0	0 0 0	0 0 0	465 8 0	0 0 0
Revenue	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	26 8 0	0 0 0
Inspector	1910 14 2	0 0 0	0 0 0	0 0 0	0 0 0	6 0 0	0 0 0
Magistrate	310 4 10	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Revenue	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	40 8 0
Surgeon	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	6856 10 3	0 0 0	252 0 0	0 0 0	608 1 0	1081 12 3	49 8 0
General Schools.							
Secy.	1829 15 11	0 0 0	0 0 0	0 0 0	0 0 0	6 6 0	0 0 0
Asst. Secy.	3279 4 3	81 11 5	960 4 3	700 0 0	0 0 0	697 10 2	0 0 0
Inspector	1 26 7 0	0 0 0	802 5 8	330 0 0	400 0 0	142 0 0	0 0 0
Magistrate	306 9 0	6 0 0	3129 7 8	0 0 0	0 0 0	30 4 0	0 0 0
	1004 6 11	87 11 5	4821 15 3	1030 0 0	400 0 0	1733 14 2	0 0 0
Government of British India.							
Secy.	12 0 0	0 0 0	0 0 0	0 0 0	0 0 0	66 1 0	0 0 0
Asst. Secy.	110 11 4	0 0 0	0 0 0	0 0 0	0 0 0	104 0 0	0 0 0
Inspector	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Magistrate	13 0 10	0 0 0	0 0 0	0 0 0	0 0 0	1203 6 0	0 0 0
Revenue	3468 0 0	0 0 0	0 0 0	40 0 0	0 0 0	15 0 3	0 0 0
Surgeon	511 4 3	0 0 0	0 0 0	0 0 0	0 0 0	27 13 6	0 0 0
Inspector	3614 16 0	0 0 0	0 0 0	20 0 0	0 0 0	648 7 7	0 0 0
Magistrate	1170 0 0	0 0 0	0 0 0	0 0 0	0 0 0	32 0 0	0 0 0
Revenue	339 5 4	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Surgeon	1188 0 0	0 0 0	0 0 0	20 0 0	0 0 0	233 7 4	0 0 0
Asst. Surgeon	6229 16 10	0 0 0	0 0 0	40 0 0	0 0 0	694 4 3	0 0 0
Inspector	25 4 0	0 0 0	0 0 0	20 0 0	0 0 0	222 0 2	0 0 0
Magistrate	1249 0 0	0 0 0	0 0 0	0 0 0	0 0 0	23 2 4	0 0 0
Revenue	1170 0 0	0 0 0	0 0 0	0 0 0	0 0 0	36 0 0	0 0 0
Surgeon	1770 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1048 0 0	0 0 0
Asst. Surgeon	751 5 4	0 0 0	0 0 0	0 0 0	0 0 0	13 11 8	0 0 0
Inspector	1444 5 2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Magistrate	170 7 8	0 0 0	0 0 0	10 0 0	0 0 0	1499 16 6	43 0 0
Revenue	4441 14 0	0 0 0	0 0 0	30 0 0	0 0 0	5479 13 0	0 0 0
Surgeon	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	5 0 0	0 0 0
Asst. Surgeon	750 0 0	0 0 0	0 0 0	0 0 0	0 0 0	254 0 0	0 0 0
Inspector	770 0 0	0 0 0	0 0 0	0 0 0	0 0 0	380 0 0	0 0 0
Magistrate	612 15 4	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	10562 5 1	0 0 0	0 0 0	640 0 0	0 0 0	10170 13 11	48 0 0
Model Schools.							
Secy.	303 7 7	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Asst. Secy.	3155 15 0	0 0 0	0 0 0	0 0 0	0 0 0	57 15 0	0 0 0
Inspector	278 0 5	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0

Department for the Official Year 1856, 57.—(Continued.)

[illegible]



**SKETCH STATEMENT of Charges on account of the Education**

[illegible]

Messrs WILLIAM,  
 Office of Account and General Store of Bengal,  
 General Department,  
 The 24th December 1857.

Forwarded to the Director of Public Instruction, with reference to his letter to the

## APPENDIX B

Department for the Official Year 1856-57. — Unpublished.

[illegible]

(Barro's Excerpt)

MR. HARRISON

Official Accountant of the Government of Ohio

Under Secretary to the Government of Madras, No. 210 of the 21st volume

**RE: ELDERSON**

(2) Briefing Accountant to the Government of August











